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ABSTRACT

Designed to help career counselors and placement center staff at universities and community colleges reduce the impact of the employment barriers facing students with physical disabilities, this manual contains discussions of five career center service areas as well as a rationale for developing special services. The first section presents a profile of disabled students as minority group members and outlines the basic goals of special services and factors affecting their development. Topics discussed in section 2 include developing awareness, detecting negative attitudes, and identifying attitudes in the practices of counselors. After a brief summary of section 504 of the Rehabilitation Act of 1973, career center accessibility, a model program for students with visual disabilities, and funding and resources are described. Unit 4 contains discussions of employer attitudes, three model programs, facts to use when contacting employers, and compliance with the law. Discussed in the unit on the community are networking, network participants, and various agencies serving disabled students. The final unit presents 10 recommendations for providing specialized information and services to disabled students in accordance with section 504. (MN)

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Empowering Diversity

Resources for Developing Career Counseling and Placement Programs for College Students with Physical Disabilities

Compiled by the Career Development for the Handicapped Project, funded through the Florida Division of Employment and Training

CE 029 182

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PREFACE

History and Goals of the Career Development for the Handicapped Project

The Career Development for the Handicapped Project is funded through the Division of Employment and Training, State of Florida, Title II Educational Linkages Funds. During the first two years of its operation, the project established career counseling centers for adults with physical disabilities in six Florida communities. The centers were affiliated with private, non-profit service organizations. The project involvement consisted of developing materials, purchasing equipment, and staffing the centers through providing selected handicapped adults with training/employment programs in paraprofessional career guidance services. The project also established reciprocal referral systems and other community linkages in order to develop a broad base of support.

The materials developed by the project were modeled on the self-directed career planning program developed by the Curricular Career Information Center at the Florida State University. The multi-media career centers were organized around four modules which offered a structured approach to career exploration and decision-making; self-assessment of interests, values, and skills; accessing occupational information; and employability skills development.

At the close of the two year demonstration program, the six centers were incorporated into ongoing institutions, including four community colleges, and the Career Development for the Handicapped Project entered a new phase. During the third year of the project, 1980-1981, the effort to provide services to adults with disabilities shifted focus from creating new community-based services to providing assistance to all interested postsecondary institutions. These institutions already have a number of career planning and placement services for their students as well as professional staff. However, the Career Development for the Handicapped Project conducted two statewide surveys of Florida's colleges and universities during the summer of 1980. Most respondents (total response rate was 83%) expressed a need for resources to develop career-related programs specifically for students with disabilities. As a result of the survey, the major project goals for the third year include developing a broad range of resources for those who are involved in designing and implementing career related services for students with disabilities, and disseminating those resources through a training/resource manual, regional conferences, and by providing technical assistance.

Introduction

The proportion of disabled adults in this country who are unemployed or underemployed represents a great loss of national resources and immeasurable personal loss. Little is known about the vocational success of college educated adults with disabilities, but what is known suggests that the disabled tend to earn less than the nondisabled across all educational levels. (Wolfe, 1979) A college degree does not exempt any person with a disability from facing the same social and psychological barriers which confront less educated persons.

It is our conviction, however, that a great deal can be done by career counseling and placement centers at universities and community colleges to help reduce the impact of some of those barriers. We have formulated five additions to the services traditionally offered by career centers (vocational assessment, counseling, and placement) to help ensure that students with physical disabilities secure employment commensurate with their abilities and learn skills which will enrich their lifelong career development. For each recommended addition to existing services, we have developed a corresponding section in the manual which provides background information and a variety of resources. One additional unit, THE STUDENT, represents a rationale for developing special services. Accordingly, it is the starting point for this manual. The five additions summarized briefly include:

1. Knowledgeable personnel who have explored their own attitudes toward disability. (Unit 2, THE COUNSELOR)
2. An accessible facility and accessible materials. (Unit 3, THE CENTER)
3. Placement services, including some form of internship or work study program, designed expressly for students with disabilities. (Unit 4, THE EMPLOYER)
4. A strong, active network with public and private agencies which serve the disabled members of the community. (Unit 5, THE COMMUNITY)
5. Specialized information and specialized services for students with physical disabilities. (Unit 6, THE SERVICES)

Each unit of the manual corresponds to both a recommended addition and to a separate component of career counseling and placement centers; the student, the counselor, the center itself, the community, the employer, and the services. While acknowledging the interdependence of all of these components, it is possible to use the units separately or in any combination which suits the readers' needs.

If, for example, a director of a career center needs resources to implement 504 regulation, Unit3, "TheCenter", would be helpful. Counselors who have little experience working with students with physical disabilities and who wish to develop their skills, may refer to Unit 1, "The Student"; Unit 2, "The Counselor"; and Unit 5, "The Services." If these same counselors are not involved in actual placement, they may read Unit 4, "The Employer" just to improve their collaboration with the placement staff. Instructors in rehabilitation or counseling may wish to develop a course using material from each unit. Paraprofessional staff may also be trained using exercises provided in several units. Cooperative education coordinators hoping to create a special program for students with physical disabilities could refer to Unit 4, "The Employer" and Unit 5, "The Community."

The manual is provided in a loose leaf format so that you may add materials of your own and personalize the resources.

Notes on Language

> "It is easy to imagine that in a community where everyone uses wheelchairs and determines their own social environment that the architecture would soon reflect the character of the residents. Door and ceiling heights, for example, would be lowered substantially. If able-bodied people were to live in this community they would soon find that they were prevented from "normal" social intercourse — they would be constantly knocking their heads against the door lintels! Apart from bruises, the able-bodied people would inevitably find themselves prevented from using the wheelchair-user-designed environment and aids. They would lack jobs and become impoverished—they would become disabled!" (Finkelstein, 1980, p. 34)

The "turn about" situation described in the above quotation illustrates our difficulties in choosing consistent language to refer throughout the manual to persons' disabilities. We have found that there doesn't seem to be any current usage which conveys our understanding of the relationship between a physical condition viewed as a "handicap" and the social context in which that negative assessment is made. There is no neutral adjective or phrase which can be used to describe a disabled person and there is no agreement as to which words or phrases clearly place the problem in the social and/or physical environment. Both "disability" and "handicap" can be used to refer to an actual physical condition and to the oppressive social relationship (discrimination) which creates so many obstacles. In fact, the words themselves seem interchangeable. Persons with "physical handicaps" are "disabled" by their environments. Persons with "physical disabilities" are "handicapped" by their environments.

Both "disability" and "handicap" also have historical usages with negative connotations. At the beginning of the modern era, people with physical impairments, "cripples," occupied the lower end of the social scale along with other groups, such as low-paid workers and the mentally ill. The word "handicap" has its origin in the same era when people with physical impairments were forced to beg, with cap in hand, for sustenance.

"Disability" came into usage during the era of the industrial revolution and still continues. This era saw the rise of the "helping professions" and the common notions that disabled people are tragic and in need of care from others. Thus "disability" connotes passivity.

In the new era we are just beginning, the focus is on the nature of the society that "disables" or "handicaps." We are left, however, trying to describe "new" ideas with "old" language. Because of this dilemma, we have not chosen any particular phraseology to use throughout the manual but will take this opportunity to clarify what we "mean." Regardless of the language used to describe persons with disabilities, our intent is to be neutral about the individual, to be descriptive rather than judgmental. Problems created by disability are not intrinsic to the individual, but to the situation.

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UNIT 1 The Student

UNIT 1 THE STUDENT

Introduction

It is only reluctantly that we make any generalizations at all about students with physical disabilities or about what they might need. Disabled people face the same career development tasks as able-bodied people and can benefit from the same kinds of career-related services. However, disabled students usually have special career planning needs which require additional components to these services. Because these students must already bear so many consequences of unjustified generalizations and limited expectations, it seems unfair to talk about 'them' as though they were a distinct group of similar individuals. Actually, they are as diverse as is any group of college freshmen or seniors.

However, in the interests of creating equal opportunities for these students, it is helpful to identify those similarities which call for the development of unique counseling strategies or special services.

Disabled students may be similar in some ways as a result of having grown up with similar sets of societal expectations about appropriate, or possible, behavior for the physically disabled. They may be alike in that they have experienced certain kinds of segregation and been denied certain life experiences. They may have had many of their major life decisions made for them by professionals adhering to similar philosophies. (It is distressing but unfortunately true that many male hearing impaired students are still encouraged to become printers.) In sum, the starting point for identifying similarities among persons with disabilities is to look at the social context in which they were raised and in which they are now functioning.

The Disabled as Minorities

One of the ways to look at that social context is to conceptualize disabled students as members of a minority group. It may not be possible to develop a comprehensive theoretical position built on that concept but, nonetheless, the relationship between the experiences of persons with disabilities and members of other minority groups can provide insight into the obstacles they face, as well as guidelines for developing services.

The statements which follow are used to describe the minority group status of women and of blacks in our society. They might also be used to describe people with disabilities.

1. *Minority groups have high social visibility.* Members of minority groups are usually easy to identify on the basis of physical appearance. There are invisible handicaps such as diabetes or digestive disorders, but it is not possible to disguise a wheelchair or a seeing-eye dog!

2. *After they are identified on the basis of physical characteristics, members of minority groups are ascribed attitudes.* That is to say that there are certain culturally held suppositions about characteristics and personal qualities of *all* members of the minority group. For example, blacks have rhythm, women are emotional, blind persons have a 'sixth' sense.

3. *Society, in general, tends to rationalize the status of the minority group.* In an article entitled "We're Overdoing Help for the Handicapped," Washington Post, May, 1980, Henry Fairlie says, "A civilization cannot afford to ignore those who do the work, while bestowing its largesse upon minorities who necessarily contribute much less." While this is a somewhat extreme example, most of the kinds of rationalizations center around the assumption that the minority group members are happy with their reduced status. Thus, one can assume that 'a real woman is happy in a subordinate role' or, in defense of segregating the handicapped, 'disabled people are happiest with other disabled people.'

4. *Members of minority groups experience discrimination.* They are denied equality of opportunity in education and employment, confined to traditional careers, and often segregated socially. The barriers to full participation in our society which face handicapped individuals are numerous and well defined in many resources.

5. *Members of minority groups are usually considered to be in need of someone to make decisions for them.* An attitudinal barrier which frequently affects handicapped individuals is that the able-bodied feel responsible for them. That attitude necessarily creates distance and can also be used to rationalize reduced status.

The effects of minority group status on lifelong career development is illustrated by the following description of the difficulties facing physically handicapped students in career choice and job search.

> "Physically handicapped students confront not only the objective limitation of their disability, but the public's negative attitudes and their own limited experiences and awareness of their potential. Further factors reducing educational/occupational options available to the handicapped are societal stereotyping attitudes and behaviors, operating either through discrimination or more subtle forms of rejection. These societal prescriptions and stereotypes affect the handicapped by restricting the numbers and kinds of exploratory experiences available to them in order to make wise, educational, and occupational choices. The handicapped student may be further limited by internalizing the attitudes of society and thereby imposing further limitation on his/her educational and vocational development." (Goldman, et al, 1976, p. 12)

Conceptualizing students with disabilities as members of a minority group focuses on the social context in which disabled persons must live as a determining factor in their career development rather than focusing on their physical disabilities as the exclusive or dominant factor. It also puts many counselors in familiar territory. Many professionals involved in career counseling and job placement have had extensive experience working with minority groups other than the persons with disabilities. This is important because most of the lessons learned from working with these other groups transfer easily to the physically disabled. This may make the process of acquiring the new information and skills needed to work with handicapped students a bit less intimidating.

It is difficult to imagine any contemporary career counselor sitting down with a woman who is making a career choice and saying, "Let's see now, what would be an appropriate career choice for a woman? Let's put our heads together and try to come up with ten possible alternatives for a woman." Other similar scenarios are equally unimaginable, yet a recently published and nationally disseminated training manual for counselors suggests a comparable process for working with disabled students. The manual recommends a training activity for counselors in which the counselors develop a list of ten possible occupations for students with epilepsy.

One can only conjecture about why this approach would be considered acceptable. Perhaps the notion of physical impairment may lead well-meaning counselors to the medical model of diagnosis and prescription. Conceptualizing disabled students as a minority group which is handicapped primarily by public practice and sentiment may help to limit reliance on the medical model.

Special Services: Basic Goals

Many of the special services developed for women and racial or ethnic minorities revolve around three basic goals which can be adapted for use with disabled students. These goals include:

1. Developing a positive self-concept
    a) Identifying strengths
    b) Providing positive role models

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2. Providing a broad base of occupational information
    a) Designing unbiased delivery systems
    b) Providing role models in nontraditional fields
3. Providing training in self-advocacy in the job market
    a) Providing specialized information (Legal Rights, for example)
    b) Offering opportunities to practice job search skills

Goal Strategies

Strategies developed to meet these goals often include a strong component of consciousness-raising through group work. While some may shy away from the term consciousness-raising (C.R.) because it has radical connotations, the theory upon which it is based is simple and useful. The basic theory suggests that sharing experiences helps one to develop an understanding of the social context in which one lives. The very process of discovering common experiences can reduce some of the self-blame and self-criticism found so frequently in members of groups who live with social disapproval and discrimination. C.R. often leads to people taking greater control over their own lives. C.R. activities may be most appropriately carried out by the students themselves, but activities based on sharing and mutual support should be incorporated into other contexts as well. Task-oriented activities which focus directly on the students' employment needs, such as training in interviewing skills, would be greatly enriched by thoughtful use of a group setting.

Many of the special programs for minority groups also include components of advocacy and of community networking carried out by the service providers on behalf of those who have suffered from discrimination. These very briefly described goals and strategies, which are familiar to many counselors, can provide the basis for developing special services for students with disabilities. It may even be possible to combine some services if your institution has a program for another minority group. Information and specific suggestions for meeting the goals described are included in this manual. Refer to Unit 6, "The Services," for examples of strategies that may be developed.

Factors Affecting Development*

Some of the factors affecting the personal, social, and academic development of disabled students also affects the counselor-student relationship. The following possibilities are presented for consideration with two cautionary notes:

1. **They will not apply to all students.**
2. **Characteristics such as dependency are learned and not intrinsic to persons with disabilities.**

> "Overprotection by parents sometimes impedes the development of self-confidence and autonomous behavior. As a result, the student may be more dependent on the counselor which may in turn tempt the counselor to offer more *help* than is necessary or really healthy for the student.
>
> "The counseling relationship will be more productive if the counselor can bring the student to realize that s(he) will be expected to take major responsibility for the decisions made in the counseling process. The counselor is therefore saying clearly to the student: *I believe that you are capable of being independent and decisive.*
>
> "There are times when the student may benefit from a strong supportive relationship, especially when working through a difficult problem. For a while, the counselor may then accept or even encourage a degree of dependence for the purpose of helping a client to reach a more autonomous state and/or to provide needed support during a particularly stressful period.

*Reprinted from *Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide*, by permission of David Katz, Bert Flugman, and Leo Goldman, City University of New York, Institute for Research and Development in Occupational Education, New York, New York, 1979.

"In some cases, parents can interfere with a college student's choices, decisions, and activities in ways which make it more difficult for the student to solve academic, career, or personal problems. In selected cases, when it does not suffice for the counselor to talk such matters through with the counselee, it may be helpful to involve the parents in the counseling process. This may be accomplished by inviting the parents for a three-way conference. A less direct but also effective approach for modifying parental behavior is for the parents to participate in a parent counseling group. But any decision to involve parents in the counseling process should be made only with the consent of the student.

"Handicaps in hearing, seeing, talking, and traveling may have limited the disabled student's knowledge, skills, and self-confidence in ways that will make the student appear less able than s(he) really is. The counselor should explore the student's life history to ascertain whether or not a particular deficiency is the result of the student's lack of experience in a specific area. For example, if a student has had a hearing loss since early childhood, tests of verbal ability may generally reflect language deficiencies—not lack of mental ability.

"Communication between counselor and student may be impeded by the student's hearing, vision, or speech disability. The counselor may therefore need to spend more time and effort to communicate effectively with the student. In some cases, an 'interpreter' for signing or for other special methods of communication may be necessary. For example, if a counselor initially has difficulty understanding the speech of a student with cerebral palsy, s(he) may want to ask a friend of the student to serve as interpreter.

"Tests and other modes of assessment may need to be modified for students with sensory or neuromotor impairments. These accommodations may involve waiving time limits and providing proctors to read test items and/or record answers for the students. Counselors also will need to provide Braille tests for blind students.

"People with disabilities have experienced rejection or avoidance on the part of either peers, teachers, or even members of their family. Therefore, they may have a special need for personal counseling to deal with feelings about themselves—that is, their self-concept. Whether counselors use a behavioral, reality, client-centered or other approach, it is essential for the counselor to create an open and accepting atmosphere in which students can see themselves realistically and can work through their feelings about their disabilities.

"Students with degenerative conditions—for example, multiple sclerosis, muscular dystrophy, and sickle cell anemia—need special help in dealing with the present and in developing and maintaining a future orientation. Frequently they tread the fine line between, on the one hand, not giving up on the future, and on the other, coming to terms with a deterioration that will possibly limit work capability and further impair health. Counseling is oftentimes necessary to help these students resolve conflicts which make it difficult for them to live productively and to plan for the future.

"Counselors, like other people, at first may feel uncomfortable dealing with students who have degenerative conditions. In addition, the usual counseling process may not provide counselors with the time and resources to deal adequately with the needs of all students. Therefore, it should be noted that the concerns and issues surrounding the counseling of students with degenerative conditions will need full review in any inservice training program. In that setting, participants can then discuss any philosophical differences that exist in this area—e.g., over the amount of time and effort counselors should spend on these students.

> "In addition to the student's primary physical disability the counselor must be sensitive to other factors which may affect the counseling process such as age, racial, minority or ethnic group, deficient English language skills, special disabilities, and secondary disabling conditions. Also, the recently disabled student will have counseling needs that are different from those of someone who has been disabled since birth."

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UNIT 2 The Counselor

UNIT 2 THE COUNSELOR

Introduction

"Practically everybody at some time experiences discomfort in relating to people with disabilities. The factors associated with the psychodynamics of this situation are complex. The nondisabled person may simply be misinformed about various kinds of handicapping conditions. Or, s(he) may fear that unpleasant situations will occur, e.g., that a person with epilepsy will have a seizure. The most important factor, however, involves identification with the disabled person—that is, the nondisabled person contemplates having the same condition as the disabled person, and consequently, experiences feelings of discomfort and incapability." (Katz, et al, 1979, p. 7)

Some career counselors and placement officers working today in Florida's postsecondary institutions have little in their backgrounds which prepares them to counsel the handicapped students who are now entering the mainstream. Many have had long careers and encountered only a few of these students along the way. Due to lack of contact they may be experiencing the feelings of discomfort and inadequacy described above.

These kinds of feelings will not lead to productive, satisfying counselor-client relationships, successful placements, or effective advocacy.

At the other end of the spectrum are the counselors who are themselves disabled and who are operating as effective advocates on an individual and group level. Because of such diversity, it is not possible to design a single program for identifying or changing feelings about disability. Counselors will make their own decisions about the kinds of experiences and skills they would like to acquire.

Developing Awareness

Any of the following activities could be used to develop one's awareness of disability and to acquire new levels of sensitivity and competence as professionals:

1. Learning about disabilities;
2. Identifying attitudinal barriers;
3. Detecting negative attitudes;
4. Participating in awareness training activities;
5. Building skills through role playing.

The remainder of this unit includes information and/or activities in each category.

Learning about Disabilities

There is a great deal of excellent literature available on specific physical conditions. Much of it is available at little or no expense through your local community network. (See Unit 5, "The Community") Written information can help dispel misconceptions and ease some discomfort. It helps to have some familiarity with the medical aspects of disability. However, the best way to learn about disabilities is to spend time with people who have them. There is such a wide range of physical involvement within each disability category that no written material will ever be able to define or describe the typical effects of this or that disability. If there is an advocacy group of disabled students on your campus you may want to attend their meetings. Similar advocacy groups in your community probably have activities in which you could participate.

Identifying Attitudinal Barriers

Participants at a national conference sponsored by the American Association for the Advancement of Science listed and described attitudinal barriers faced by handicapped students. These participants included handicapped students, handicapped scientists, administrators, faculty, and handicapped student services personnel including vocational rehabilitation counselors.

Although the descriptions of these barriers were developed by a group primarily interested in science careers for the handicapped, they have broad application and are useful because they include specific examples of ways which attitudes are revealed in behavior.

"The most limiting barriers and the hardest to combat are those defined as attitudinal. Handicapped persons recall this type of barrier often: 'The unspoken actions most often block us . . . It's the psychological barriers that are the strongest . . . After the professor changed his mind about my capabilities, all the course modifications were made easily.'

"The phrase 'attitudinal barriers' is sometimes equated with prejudice and discrimination. Often associated with prejudice and discriminatory treatment, attitudinal barriers refer to a broad constellation of seldom admitted stereotypes, fears and anxieties, values, myths, and ideas which intrude upon and adversely affect relations between handicapped and non-handicapped individuals. Powerful and self-perpetuating, they are instrumental in determining the roles which handicapped persons fill in our society. Since attitudinal barriers often provide the basis for other barriers, the importance of recognizing them in their many manifestations must be emphasized. They are insidious and pervasive, affecting all aspects of daily living for the handicapped: education, occupation, recreation, and the full range of human activities. They are especially important to understand in an area such as science education where, until recently, little attention has been given to their effect in determining whether or not handicapped persons will have good access to that area or to the scientific professions.

"*Lowered expectations:* Few people have realistic expectations of handicapped persons. Usually, academic expectations are lower than for the able-bodied. Conversely, expectations for characteristics such as ability to cope with stress, patience, and maturity are often higher than for the able-bodied. One conferee reported that several of his handicapped classmates during their high school years were constantly enjoined by their counselors to 'face reality,' advice which appeared to mean that they should lower their aspirations so as to coincide with those of the counselor. A major effect of lowered expectations is passivity and defeatism in the student; although it may start in lower academic levels it achieves its zenith in high school and college.

"*Categorical thinking:* In effect, this amounts to stereotyping; for example, the idea that blind people, by virtue of being blind, are unable to do physics; that wheelchair users, by virtue of being wheelchair users, are unable to study organic chemistry; and that handicapped persons, regardless of the nature and severity of their impairments are unsafe to themselves and others in laboratories. This type of thinking develops from lack of experience, misinformation, or judgments based on biased data. If one blind student is unable to pass a physics course, the cause is often thought to be his/her blindness rather than lack of preparation, aptitude or interest in the subject.

"This, too, is similar to the stereotyping of women and minorities. What is particularly dangerous about categorical thinking is that it results in categorical exclusions. Categorical thinking, as several conferees make extremely clear, continues from the undergraduate level into graduate school, professional training, career counseling, and job seeking. The faculty member (or counselor) who holds stereotypic ideas about handicapped students is likely to reflect the same attitudes revealed in the classroom in his/her recommending handicapped students for placement in graduate programs or in accepting a handicapped person as a teaching colleague.

"*Reluctance to ask and answer questions:* Faculty (or counselors) faced for the first time with a handicapped student may have no idea how that person functions. Too often, faculty and administrators hesitate to ask questions about the ability of a student to function in tasks related to the classroom and laboratory. Most science faculty have not known enough handicapped people to have become comfortable about asking such questions as, 'How do you manage to pour liquids or measure when you can't see?' Hence the questions usually go unasked and the faculty member guesses and thus usually underestimates the handicapped person's ability. The burden has usually been on the students to anticipate and answer such questions. Students sometimes hesitate to anticipate questions—perhaps, in part, for fear of raising issues which have not yet been resolved, fear of bringing up a doubt that the teacher has not yet thought of, or because having to answer questions in extremely sensitive areas is an onerous occurrence for them.

"It is reasonable to ask a severely disabled wheelchair user how he/she manages specific tasks in a laboratory. For instance the question 'How do you reach equipment?' is legitimate especially if the purpose of the inquiry is to accommodate, rather than challenge, the individual. A non-legitimate question is one that solicits irrelevant personal information, e.g. 'How do you get dressed?' or even, 'How did you become disabled?' The student may react with resentment, since such questions, even if asked out of concern, are not in good taste. The faculty member should be guided by the assumption that personal and irrelevant questions which would annoy non-handicapped students are equally likely to annoy handicapped students.

"*Assumptions of inferiority:* Many persons with physical handicaps report being treated as if they were children, or worse, as if their intelligence were deficient. The experience of being patronized is common to most handicapped individuals, as is that of being spoken about in the third person, e.g., asking the lab partner of a blind student, 'Has she finished the assignment?' rather than asking the blind student herself. It is the barrier which underlies the frequent observation made by handicapped people, especially prior to their acquisition of professional status, 'I must prove myself again and again.'

"*Assumptions of responsibility:* A major factor in excluding handicapped people from activities is the assumption that the non-handicapped bear a responsibility toward the handicapped for protecting them from even the possibility of harm. This attitude was expressed by the professor who said, 'How can I allow a person already crippled and in a wheelchair to risk his life further handling chemicals when he can't escape as quickly as others in case of an accident?' Because the management of risk is so vital to an education in science and because the extent of risk facing the handicapped tends to be vastly overestimated by the non-handicapped, this barrier plays an important role in the undereducation and underutilization of handicapped people, especially in laboratory courses.

"*Spread of effect:* A person unable to walk unaided may be regarded as unable to speak or write adequately. A person who is deaf may be considered unable to think adequately. Remember the term 'deaf and dumb' formerly used to identify persons who could not hear. A blind person may also be treated as if also deaf. Persons often raise their voice when speaking to a blind person. When one ability is lost the loss of other abilities is also attributed.

"*Stereotyping:* From literature, films, television, written and oral history, people all develop stereotyped images of what handicapped people are like. No one, regardless of one's scientific genius, is exempt. The images of the 'mad crippled scientist,' Dr. Strangelove, and the helpless blind housewife pursued by smugglers in 'Wait Until Dark,' all reflect society's image of handicapped as neurotic, manipulative, and vengeful or—at the other extreme—timid, easily victimized, and helpless. Attribution to character are made on the basis of type of handicap, which comes to serve as a metaphor for personality—an inaccurate one.

"*Science and mathematics phobia:* A number of disabled student service program directors have noticed that some handicapped students exhibit a tendency to avoid courses in science and mathematics because they are too difficult for a number of students who have gone to special schools or segregated classes in which science and mathematics have been given little or no attention. One scientist reports, 'I was told deaf people have trouble learning mathematics, that there was no need for me to take it in high school. A blind statistician reported that he was in eighth grade before he had a teacher who bothered to explain mathematics concepts or who seemed to expect him to learn the subject. He cites that experience as the turning point in his life.

"*The idea that teaching the handicapped takes extra time and trouble:* Many teachers believe that teaching handicapped students calls for so much additional effort and time on their parts that they will neglect the other students in their classes. This belief can establish a pattern of avoidance which, at lower academic levels, manifests itself in the alacrity with which an instructor relegates a student to a special class. At the college level, where there is no special class to which an instructor can resort, the avoidance may be more obvious. As one biology professor said, 'If I'm going to have to change every laboratory exercise in order to accommodate a blind student, I'll never cover the material required during this semester.' This person later remarked on how little adaptation was necessary and that most of the changes probably made things clearer for everyone else in the class."*

Detecting Negative Attitudes

Counselors may express negative attitudes toward disabled students and yet be unaware that they are doing so. The materials in this section are included to provide insight into how attitudinal barriers may be revealed in language or behavior even by those who are concerned about the rights of handicapped individuals.

The following observations and interpretations were made by professionals who have worked extensively with career and placement counselors. The description is not intended to be critical of counselors but to show the ways in which behavior can reflect unspoken, and perhaps unrecognized feelings.

> "Instead of accepting the disability, the counselor refuses to face the situation realistically. S(he) may avoid contact with the student, exaggerate the degree of handicap, deny the disability entirely, talk down to the student (a freqent occurrence, according to coordinators) and/or make irrelevant remarks in conversations with the student such as, 'Years ago a woman who couldn't walk lived in my neighborhood.' The social and emotional distance that such distressed identification places between disabled people and others causes us to know less than we think about their abilities. As a result, counselors should be careful not to make hasty presumptions about what disabled students can or cannot do. The tendency to draw such conclusions can be a crucial weakness in a counselor." (Katz, et al, 1979, p. 8)

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*Reprinted from *Science for Handicapped Students in Higher Education*, by permission of Martha R. Redden, Cheryl A. Davis, and Janet W. Brown, The American Association for the Advancement of Science, Washington, D.C., 1979, pp. 7-11.

Activity—Identifying Attitudes in Practice

The following activity was developed by Susan L. McBain for the National Consortium on Competency Based Staff Development.* It is designed to increase awareness of the ways in which negative attitudes are expressed in counselor statements. The activity is designed to be used during inservice training, but may easily be used by an individual. The activity includes the following sections:

A. *Assumptions:* A list of three ways of thinking about disability.
B. *Examples:* Statements which guidance personnel might make and discussion questions. Participants are asked to identify the underlying assumptions.
C. *A Coordinator's Guide*

Assumptions

1. All mental, emotional, and learning problems exhibited by a student with physical disability are directly related to his/his disability.
2. The same sequence of course work, the same kinds of career plans, and the same limitations on life management and leisure goals and activities are appropriate for all students possessing a similar type and degree of physical disability.
3. Students with physical disabilities, especially those with great involvement, have no needs other than those directly related to their disabilities.

Examples—Identifying Attitudes in Practice

The three statements we have presented represent attitudes (usually unconscious) toward those with disabilities. Putting them into words makes it obvious that they represent stereotyped ways of thinking; but identifying them in everyday conversations is not always easy. The activity which follows is designed to help you look at these assumptions in practice.

In this activity you will be examining a number of typical statements which guidance personnel might make to colleagues, students, or parents. The coordinator will provide suggestions for discussing the questions under each statement, for the purpose of identifying the assumption underlying each, how the assumption is expressed, and how it could be eliminated.

Example #1 A counselor says to a colleague, "This boy's got problems. He hasn't really got any friends. His self-consciousness about his stuttering must color his whole life."

a. What facts about the situation does the statement reveal?
b. Which of the three negative assumptions would you say it reflects?
c. Which specific parts of the statement express the underlying assumption?
d. What other possible causes could the student's behavior have?
e. How could the guidance staff member go about proving or disproving the parts of the statement that express the assumption?
f. How could this statement be changed so it states the same facts but does not express any negative assumption?

Example #2 A counselor says to a student, "I think, Sally, we should choose music courses for your fine arts requirement. I know you can see a little, but I don't think you could succeed in an art course."

a. What facts about the situation does the statement reveal?
b. Which of the three negative assumptions would you say it reflects?
c. Which specific parts of the statement express the underlying assumption?

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*Reprinted from *Enhancing Understanding of Students with Physical Disabilities*, by permission of Susan L. McBain, National Consortium on Competency Based Staff Development, Palo Alto, California, 1978.

d. How could the guidance staff member go about proving or disproving the parts of the statement that express the assumption?
e. How could this statement be changed so it states the same facts but does not express any negative assumption?

Example #3 A secretary in the guidance office says to another staff member, "Sherry's sure not a very energetic girl. I guess being blind really limits her confidence in her ability to move—because even a small movement may mean she gets hurt or bumped or she trips or something."

a. What facts about the situation does the statement reveal?
b. Which of the three negative assumptions would you say it reflects?
c. Which specific parts of the statement express the underlying assumption?
d. What else could cause the student's behavior?
e. How could the guidance staff member go about proving or disproving the parts of the statement that express the assumption?
f. How could this statement be changed so it states the same facts but does not express any negative assumption?

Example #4 A career center staff member says to a parent, "I don't see how Pat could become a nurse with her hearing problem. She couldn't hear patients call for help, or use equipment which transmits information by sound. I think we should skip that option as a possible career for her."

a. What facts about the situation does the statement reveal?
b. Which of the three negative assumptions would you say it reflects?
c. Which specific parts of the statement express the underlying assumption?
d. How could the guidance staff member go about proving or disproving the parts of the statement that express the assumption?
e. How could this statement be changed so it states the same facts but does not express any negative assumption?

Coordinator's Guide to Responses

Assumptions

1. All mental, emotional, and learning problems exhibited by a student with a physical disability are directly related to his/her disability.
2. The same sequence of course work, the same kinds of career plans, and the same limitations on life management and leisure goals and activities are appropriate for all students possessing a similar type and degree of physical disability.
3. Students with physical disabilities, especially those with great involvement, have no needs other than those directly related to their disabilities.

Statements and Discussion Questions

Example #1

A counselor says to a colleague, "This boy's got problems. He hasn't really got any friends. His self-consciousness about his stuttering must color his whole life."

- a. What facts about the situation does the statement reveal? *That he has a problem: no friends.*
- b. Which of the three negative assumptions would you say it reflects? *#1*
- c. Which specific parts of the statement express the underlying assumption? *"His self-consciousness about his stuttering must color his whole life." The specific assumption is that he* **is** *self-conscious.*
- d. What other possible causes could the student's behavior have? *Lack of exposure to social skills within family.*
- e. How could the guidance staff member go about proving or disproving the parts of the statement that express the assumption? *One way is to ask his teachers if he seems self-conscious while speaking in class.*
- f. How could this statement be changed so it states the same facts but does not express any negative assumption? *This boy's got problems. He hasn't really got any friends. I wonder how self-conscious he might be about his stuttering.*

Example #2 A counselor says to a student, "I think, Sally, we should choose music courses for your fine arts requirement. I know you can see a little, but I don't think you could succeed in an art course."

- a. What facts about the situation does the statement reveal? *Sally can see a little; she has a requirement in fine arts.*
- b. Which of the three negative assumptions would you say it reflects? *#2*
- c. Which specific parts of the statement express the underlying assumption? *". . . I don't think you could succeed in an art course."*
- d. How could the guidance staff member go about proving or disproving the parts of the statement that express the assumption? *One way is to find out what art courses (such as weaving) utilize some senses other than vision.*
- e. How could this statement be changed so it states the same facts but does not express any negative assumption? *"Music courses would fulfill your fine arts requirement, Sally, and perhaps for some arts courses you don't need to see well."*

Example #3 A secretary in the guidance office says to another staff member, "Sherry's sure not a very energetic girl. I guess being blind really limits her confidence in her ability to move—because even a small movement may mean she gets hurt or bumped or she trips or something."

- a. What facts about the situation does the statement reveal? *Sherry's blind and not very energetic; even a small gesture can cause her to get hurt.*
- b. Which of the three negative assumptions would you say it reflects? *#1*
- c. Which specific parts of the statement express the underlying assumption? *"I guess being blind really limits her confidence in her ability to move."*
- d. What else could cause the student's behavior? *Diabetes*
- e. How could the guidance staff member go about proving or disproving the parts of the statement that express the assumption? *Ask Sherry how she feels physically.*

f. How could this statement be changed so it states the same facts but does not express any negative assumption? *"Sherry's sure not a very energetic girl. Being blind may limit her confidence, or she may have some other health problem. I should consult her doctor."*

Example #4 A career center staff member says to a parent, "I don't see how Pat could become a nurse with her hearing problem. She couldn't hear patients call for help, or use equipment which transmits information by sound. I think we should skip that option as a possible career for her."

a. What facts about the situation does the statement reveal? *Pat is hearing impaired; nursing is being discussed as a possible career for her.*
b. Which of the three negative assumptions would you say it reflects? #2
c. Which specific parts of the statement express the underlying assumption? *"I don't see how Pat could become a nurse with her hearing problem . . . I think we should skip that option as a possible career for her."*
d. How could the guidance staff member go about proving or disproving the parts of the statement that express the assumption? *One way is to contact the state rehabilitation office or nursing training programs to see what the difficulties for, and adaptations to, a hearing-impaired nurse might be.*
e. How could this statement be changed so it states the same facts but does not express any negative assumption? *"I can foresee some difficulties for Pat in trying to get into nursing, like hearing patients call for help or using equipment which transmits information by sound. We should look into it further, though."*

A simple questionnaire can be used during an in-service session to stimulate discussion and bring unspoken thoughts into the open. Surveys or questionnaires designed to reveal misinformation or negative stereotypes are provided as models.

The P.A.D.S. Attitude Survey

P.A.D.S. stands for People Aiding Disabled Students, a student program sponsored by the Office of Disabled Student Services at the Florida State University. The survey is designed to be used with students and may be an appropriate introductory activity to use with student interns.

P.A.D.S. Attitude Survey

1. Most handicapped people are ______________________________.
2. The difference between being handicapped and being disabled is ________ ______________________________.
3. When I see a handicapped person in public, I feel ________________ ______________________________.
4. Handicapped persons make me nervous when ________________ ______________________________.
5. The best time to become handicapped is ________________.
6. The worst time to become handicapped is ________________.
7. If I had to choose a disability for myself, I would be ________________.
8. The difference between quadraplegia and paraplegia is ________________ ______________________________.
9. If I became severely disabled, I would ________________.
10. How many of your friends and family members are disabled? ________________.

Self Assessment and Discussion

Another questionnaire designed to help counselors become aware of their feelings about physical disabilities was developed by Susan L. McBain for the National Consortium of Competency Based Staff Development.* The activity focuses on the counselor's previous experiences with people with physical disabilities. Slides of people with various disabilities may be used or the activity may be done without slides. A coordinator's guide for discussion is included.

Self-Assessment and Discussion

The following questions are designed to help you look at some specific aspects of your experience with people with physical disabilities.

1. If the coordinator is including a slide presentation in this activity, rate yourself on the grid below for each slide shown. Otherwise, go on to question 2.

	I would be very comfortable doing this	I would be willing to do this	I would rather not do this	I would be very uncomfortable doing this
Slide #1 Being introduced to this person for the first time				
Looking straight into this person's eyes while talking				
Touching this person				
Bringing up and discussing this person's disability with him/her				
Slide #2 Being introduced to this person for the first time				
Looking straight into this person's eyes while talking				
Bringing up and discussing this person's disability with him/her				
Touching this person				

If the coordinator is not including a slide presentation in this activity, begin the self-assessment here. Answer each sub-part of each question as accurately as possible.

2. Think of a time you encountered a person with an evident physical defect whom you did not know, in some non-structured setting (e.g., a party, visiting a friend in the hospital, riding on an airplane or train).

*Reprinted from *Enhancing Understanding of Students with Physical Disabilities*, by permission of Susan L. McBain, National Consortium on Competency Based Staff Development, Palo Alto, California, 1978.

   a. Were you at all afraid to meet the person's eyes?
      ☐ Yes ☐ No ☐ I don't know
   b. Did you have trouble thinking of anything to talk about?
      ☐ Yes ☐ No ☐ I don't know
   c. Were you afraid you might have to touch the person?
      ☐ Yes ☐ No ☐ I don't know

3. Think of a time when you encountered a person with some evident physical defect in a co-working relationship.
   a. Did you feel apprehensive that discussion might drift away from work-related topics?
      ☐ Yes ☐ No ☐ I don't know
   b. Did you feel embarrassed at any inadvertent reference to the disability, e.g., "For Pete's sake, Bill, look at the figures! Oh—sorry—I forgot you can't . . ."
      ☐ Yes ☐ No ☐ I don't know

4. Imagine yourself counseling a blind student. The student shows no facial expression while talking, uses no gestures, her head wobbles, her eyes wander aimlessly, and she does not sit up straight.
   a. Do you think you could comfortably bring up the subject of her lack in communication skills?
      ☐ Yes ☐ No ☐ I don't know
   b. Do you think you could comfortably show her physically, by touching her, having her touch you, etc., what you mean and how she could utilize more of the ordinary communication skills?
      ☐ Yes ☐ No ☐ I don't know

5. Imagine yourself with a severely involved cerebral palsied youth. His speech is sometimes unintelligible, his arms, legs, and head are pulled into unusual positions, movements are uncontrolled and flailing, and his facial contortions are frequent, including some drooling. His intelligence and achievement levels are in the average range. He requires a wheelchair for movement, and, though he feeds himself, it is a messy process for him and the table.
   a. Do you think you could comfortably sit through a meal with him and his ungraceful, though effective, manner of eating?
      ☐ Yes ☐ No ☐ I don't know
   b. Do you think you could consider a career future with this boy in which *no* possibility was ruled out without some consideration?
      ☐ Yes ☐ No ☐ I don't know
   c. Do you think you could conduct a class for physically normal students on the problems of those with disabilities, if you were required to use this boy as an example (verbally, not with the boy present) discussing "a person with a disability, not a disabled person?"
      ☐ Yes ☐ No ☐ I don't know

When all participants have finished, the coordinator will lead a discussion of reactions to physical impairment.

Coordinator Guide for Discussion

When everyone has completed the self-assessment, ask for reactions and experiences relative to any particular question or slide. In addition to these reactions, answers to one or more of the following questions may provide bases for discussion:

1. Has any participant experienced a situation with someone who has a physical impairment that caused anxiety, revulsion, or fear in the participant?

2. How was the situation handled?
3. Was the anxiety, revulsion, or fear lessened by the end of the encounter?
4. Can you identify some factors that facilitated this change?
5. What kinds of positive feelings did you come away with about the person with the disability, if any?
6. Do you feel some people should not offer guidance services to those with physical disabilities?

Disability Simulation

Questionnaires and surveys may reinforce a tendency to focus on persons with disabilities. Disability simulation exercises, however, can lead to a shift in focus to environmental factors. In one research study, able-bodied participants who spent only one hour in a wheelchair showed positive attitude changes toward people with disabilities as a result. "The results showed that role playing a disabled person in a natural social environment has both immediate and long-term effect on interpersonal attitudes toward disabled students. Those who played the role of a disabled person by traveling around the campus in a wheelchair responded significantly more positively than control subjects." (Clore and Jeffery, 1972, p. 110) Other people's uncomfortable glances, unnavigable curbs, and so on, forced the participant's attention to their environment.

There are several other ways to simulate disability either in a workshop setting or other awareness training activities.

1. Blindfolded participants can be asked to travel by foot around campus or to perform a task (such as making a call on a push button phone).
2. Orthopedic impairments can be simulated with small sticks taped to fingers or leg braces, for examples.
3. Deafness can be simulated for long periods of time with earphones which mask sound.
4. The lack of fine motor coordination can be simulated by using large gloves stuffed with cotton and worn on the wrong hand.

An excellent source for experiential workshop activities to sensitize participants to frustrations resulting from various disabilities is: "*Everybody Counts:* A Workshop Manual to Increase Awareness of Handicapped People" by Michael J. Ward, et al. It can be ordered from The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Building Skills Through Role Playing

Role playing is a well-known technique which can be used effectively to build a variety of skills. Possible combinations of roles include counselor-student; counselor-V.R. counselor; placement officer-employer. It may be helpful to have participants play unfamiliar roles. For example, placement counselors could play both an employer and a disabled student interviewing for an internship.

The following materials include evaluation checklists to be used in role playing counselor-student interactions. These checklists can be used with a standard role playing procedure using groups of three: two actors and an 'observer.'

Checklist #1, developed for the National Consortium of Competency Based Staff Development, focuses on the skill of communicating openly about a disability during a counseling session.

Checklist #2 focuses on a) other skills related specifically to career and placement counseling; and b) the kinds of information career and placement counselors must have, or know how to access, when dealing with handicapped students.

Checklist #1: Building Skills for Dealing with Disabilities

Did the participant:	YES	NO
1) use terms descriptive of the condition without hesitation or stumbling?	☐	☐
2) look straight into the eyes of the student with a disability?	☐	☐
3) touch the student comfortably and without hesitation when appropriate?	☐	☐
4) look straight at the disabled parts of the student's body, if these were apparent?	☐	☐
5) question the student without hesitation or embarrassment concerning the full extent of his/her limitations and difficulties related to the disability?	☐	☐
6) focus on the student's strengths, while at the same time acknowledging his/her limitations?	☐	☐
7) help the student compensate for lack of functioning or communicating, frankly and without excessive solicitiousness (i.e., getting a blind student past an obstacle, telling a speech-impaired student you don't understand her and would like her to repeat more slowly what she said, etc.)?	☐	☐
8) use humor appropriately? (Caution: great care and tact are needed in sensing what kinds of humor are appropriate and what kinds may be offensive. When in doubt, leave it out!)	☐	☐

Checklist #2: Career and Placement Counseling

A) Did the participant:	YES	NO
1) create an open and accepting environment? (see Checklist #1)	☐	☐
2) express confidence in the student's ability to take the major responsibility for career decision-making?	☐	☐
3) explore the student's life history to find out whether apparent deficiencies result from lack of experience (if appropriate)?	☐	☐
4) develop the student's understanding of his/her strengths and sense of competency? (In some cases this may involve a time commitment to the student.)	☐	☐
5) let the student know that s(he) is expected to make the final decisions about what s(he) can or cannot do?	☐	☐

B) Did the participant have sufficient information about the following topics to meet the student's needs:		
1) adaptive equipment and possible job accommodations	☐	☐
2) physical capacities and job requirements	☐	☐
3) laws relating to employment of the handicapped	☐	☐
4) community resources	☐	☐
5) strategies for presenting a disability during the job search	☐	☐

Case Studies for Role Playing

There are many sources of material for these role plays. Actual experiences with students can be used. Hypothetical situations may be developed around issues which most concern the counselors present.

The following situations are presented as models.

Role Play #1: Allan

"Allan is an honors graduate of a two-year college. His major is accounting and he has made Dean's list on several occasions. He is now considering continuing his schooling at a four-year college. His long range objective is to become a Certified Public Accountant. If he could, Allan would like to get a job now but has not been successful in this regard due to his disabilities—cerebral palsy and epilepsy. The cerebral palsy condition has resulted in relatively minor motor difficulty with one hand and one leg (much like a stroke patient). However, his epileptic condition is only moderately controlled by medication and he is still prone to seizures which he has had at school.

"Allan's work history has been strongly influenced by his epilepsy. He has been refused after-school jobs as far back as high school because of his condition. His co op internship at the college had to be taken on campus because cooperating firms were concerned about injuries resulting from accidents at work. In addition, some companies were concerned about the reactions co-workers might have to his seizures. Allan is understandably frustrated but hopes the medication he is taking will bring his condition under control." (Katz, et al, 1977, p. 204)

Allan has come to the career center to secure help in preparing for a job interview. He would also like to discuss the possibility of returning to school because he cannot find work.

Role Play #2: Joe

Joe has completed an A.A. degree in liberal arts at a community college in the southern part of the state. He has recently begun his first semester at a four-year institution in northern Florida. Joe's disability is cerebral palsy. He is fully mobile and his speech is unaffected. The only evidence of disability is minimal involvement in one arm. Joe thinks that he would like to be a 'business executive,' but isn't really sure. He doesn't think that he's very good in math and wonders if he can be an 'executive' anyhow. Joe has come to the career center to find someone who can help him decide what to do.

Role Play #3: Sharon

Sharon is a visually disabled student who is interested in a career in biology. She is discovering that some professors in the biology department are unwilling to make any accommodations for her. She has been told on several occasions that, in spite of her outstanding intellectual achievements, she is pursuing an inappropriate career. Her confidence is shaken and she has come to the career center to re-evaluate her career goals.

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UNIT 3 The Center

UNIT 3 THE CENTER

Section 504

In order to ensure that the Nation's handicapped persons may participate fully in society, Congress passed the Rehabilitation Act of 1973. Section 504 of that Act (P.L. 93-112) provides that "no otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The regulations implementing Section 504 (published in the *Federal Register* on May 4, 1977) delineate the methods by which college and university recipients could comply with the requirements of program accessibility. In the case of existing facilities, *program accessibility* can be achieved "through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries . . . alteration of existing facilities and construction of new facilities," among other methods. Program accessibility is, therefore, the key term in implementing Section 504. In effect, it means that all activities or "programs" available to any enrollee must, if at all possible, be accessible to handicapped persons. These programs extend beyond academic programs and include services to students provided in the life styles on campus—in recreational, social, eating, and living areas, and so forth.

Institutions were given until June, 1980, to complete all architectural modifications. The regulations carefully emphasize that recipients are not required to make structural changes in existing facilities where other methods are effective in achieving compliance. Facilities do *not* need to be "barrier free." (Wulfsberg and Petersen, 1979, p. 1)

Accessibility

In the Career Center, accessibility refers to three basic elements, all of which contribute to a disabled student's ability to use the center effectively.

Physical Accessibility

The center location must be physically accessible and its internal arrangement must allow for reasonable mobility by students with visual or motor impairments. Several resources for information and assistance with physical accessibility are listed in the Funding and Resources section of this unit.

Programmatic Accessibility

Services offered to students such as assessment, occupational information, or training in job search skills must be available to disabled students. (This does not mean that identical materials must be made available, but that corresponding services be provided.)

For some disabled students programmatic accessibility and physical accessibility are the same. For example, a person who uses a wheelchair, but who has no sensory impairments, simply needs to get to the material which is available to able-bodied students in order to be able to use it.

A simple physical accommodation such as providing filing cabinets which are low enough to be accessible to wheelchair users would create programmatic accessibility in this case.

However, for a career counseling center to be truly programmatically accessible to disabled students, its materials—or at least a reasonable selection of them—must be available in alternate communications media. This may involve straightforward shifts of information from one media to another, such as transcribing written occupational briefs into large type or onto audiotapes.

When considering the types of transcription to be made—audiotaping, translating into braille, videotaping with subtitles—a full range of handicapping conditions must be taken into consideration. This includes impairments that cause difficulty with sight, hearing, and speech. Furthermore, it is important to know that not all persons with the same disability have chosen the same alternate methods of communications. Only about 20% of hearing impaired people read lips extensively and the most proficient lipreader only understands 3 to 4 words in 10. Many more deaf people depend on sign language to communicate with each other and, through interpreters, with the hearing world. Most hearing impaired people use a combination of lipreading, body language, and sign.

For the approximately 20% of visually impaired persons who use braille, it offers a private means of communication in the same way that written speech does to the sighted person. However, the majority of persons with visual impairments learn and work with the aid of tape recorded or large printed materials or magnifying devices. Therefore, you cannot assume that a blind person will be able to use braille materials any more than you can assume that a deaf person can read lips.

Up to this point, the kinds of changes mentioned are not complicated and can be accomplished at relatively little expense.

Adaptive Equipment and Computer Technology

However, there are students who need more sophisticated adaptations in order to make use of a career center's services. Hopefully, their numbers will increase as more and more disabled people enroll in postsecondary institutions.

Detailed information about adaptive equipment and other kinds of modifications for specific functional limitations is included in the *Resource Collection: Adaptations and Accommodations*, Unit 6.

Computer technology may play an important role in the career guidance of people with physical disabilities because of the variety of input and output devices available for use with microcomputers. These devices make the computers accessible to many populations. Examples include braille printouts; touch-activated keyboards; oversized touch-activated keyboards for those with limited finger dexterity; light pens or easily manuvered stick controls which can be used directly on the computer screen and which eliminate the need for a keyboard; audible feedback; and voice recognition units.

Another indication that computer technology may help provide programmatic accessibility is that many of Florida's colleges and universities are already using computerized career exploration and career guidance systems for their able-bodied students.

Some assessment instruments such as the Strong Campbell Interest Inventory are already programmed for microcomputers. For up-to-date information on computerized guidance systems and computerized delivery systems for occupational information which are available in Florida contact:

William M. (Bill) Woolley
Executive Director
The Center for Career Development Services
Tallahassee, Florida 32301

Toll-Free Number: (800) 342-9271

(The Center for Career Development Services is currently investigating the use of SIGI with "talking" computers.)

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A Model Program for Students with Visual Disabilities

The following is a partial list of materials available to the visually disabled at Florida State University's Curricular Career Information Service. Many of the scripts for audiotapes were adapted from modules already in use at the center.

1. The Occupational Information Library for the Blind. An audiotape career library describing approximately 600 different jobs being successfully performed by blind men and women.
2. Audiotaped interviews with blind men and women working in a variety of occupations.
3. The Self-Directed Search, an occupational interest inventory that can be self-administered, scored, and interpreted by visually disabled students without the need of a reader.
4. Career planning books on tape.
   Boles, Richard N., *What Color Is Your Parachute?* Berkeley, California, Ten-Speed Press, 1977.
   Campbell, David, *If You Don't Know Where You're Going You'll Probably End Up Somewhere Else.* Niles, Illinois, ARGUS Communications, 1974.
   Crawford, Fred L., *Career Planning for the Blind.* Winnetka, Illinois, Hadley School for the Blind, 1966.
5. Resume writing and interview preparation guides available in Braille, large type, and audiotape.
6. Audiotapes discussing 504 and Affirmative Action Regulations and their implications in career planning.
7. Audiotaped interviews with faculty members who discuss FSU majors.
   For more information about this program contact:

The Curricular Career Information Service
Bryan Hall
Florida State University
Tallahassee, Florida 32306

Funding and Resources

Your most convenient and, if you'll excuse the expression, most accessible source of accessibility information is your own disabled student body. Students at several campuses have performed accessibility surveys in conjunction with architectural or rehabilitation studies. Community consumer and service organizations such as Disabled Citizens in Action and disabled veterans groups are also usually willing to help. The National Center for a Barrier Free Environment, 1140 Connecticut Ave., N.W., Suite 1006, Washington, D.C. 20036, publishes a directory of organizations and consultants by state who will do barrier surveys at little or no costs. Entitled 'Accessibility Assistance,' the directory includes service organizations, consumer groups, public agencies, and architectural firms. The Center also operates a toll-free hotline for all inquiries regarding accessibility issues or standards. The number for the Access Information Line is (800) 424-2809.

Accessibility Assistance

The following organizations, taken from the 'Accessibility Assistance' Directory, offer services related to ensuring accessibility of various environments:

City of Miami Programs for the Handicapped
2600 South Bayshore Drive, P.O. Box 330708
Miami, Florida 33133

William Dorsky Associates
444 Brickel Avenue, Suite 600
Miami, Florida 33131

Easter Seal Rehabilitation Center
450 East Sheridan Road
Melbourne, Florida 32901

Easter Seal Society for Crippled Children and
Adults of Hillsborough County, Inc.
2401 East Henry Avenue
Tampa, Florida 33610

Gerken & Upham, Architects, Inc.
P.O. Box 155
Ormond Beach, Florida 32074

Happiness House Rehabilitation Center
401 Braden Avenue
Sarasota, Florida 33580

Henderson-Rosenberg-Scully
6333 Sunset Drive
South Miami, Florida 33143

Ralph K. Iler, Jr., Architect, AIA
1105 S.E. Fifth Court
Ft. Lauderdale, Florida 33301

Alan R. Logan & Associates
P.O. Box 7368
St. Petersburg, Florida 33734

Paralyzed Veterans Association of Florida, Inc.
136 S.E. Fifteenth Street
Pompano Beach, Florida 33060

Purdy & Associates, Architect/Planners, Inc.
601 South Boulevard
Tampa, Florida 33606

St. Petersburg Committee for Assistance to the Physically Impaired
P.O. Box 2842
St. Petersburg, Florida 33731

Tampa Bay Paralyzed Veterans Association
4989 72nd Avenue North
Pinellas Park, Florida 33565

Public Service Programs

Public Service programs are another source of practical aid to increase accessibility. Broward Community College completed some needed modification to campus facilities for just the cost of materials by working in cooperation with Broward County Minority Builders Coalition, Inc., funded through the local CETA sponsor. The Coalition, which provides training in the construction arts to unemployed persons, furnished all the labor necessary to accomplish needed renovations. At Western Michigan University, tactile maps of the campus which are loaned to visually impaired students were made by inmates of the Southern Michigan Prison. Such cooperative services are the essence of community service networking. Unit 5, The Community, will provide more specific information on how to form your own network.

If your plant facilities must be extensively modified for accessibility, consult the *Association of Physical Plant Administrators (APPA)*. APPA has published 'Creating an Accessible Campus,' a comprehensive guide to campus modifications, and 'Steps Toward Campus Accessibility,' which features articles and photo-essays on ingenious ways colleges and universities have overcome campus barriers—everything from kick plates to open doors to tactile street signs. For specific assistance, call APPA's hotline: (202) 234-1663.

The *President's Committee on Employment of the Handicapped's* brief architectural checklist covers all the basic points. For the most official work, get a copy of the recently revised American National Standards Institute specification for accessibility (ANSI A117.1-1980) which is cited in HRS regulations and pertains to educational institutions. The ANSI is available from the *National Center for a Barrier Free Environment*. Available from the *Architectural and Transportation Barriers Compliance Board*, Switzer Building, Room

1010, 330 C Street, SW, Washington, D.C. 20201, is an excellent free catalog of publications on accessibility entitled *Resource Guide to Literature on Barrier-Free Environments.*

Career material assistance can most likely be secured through local resources. If you've decided to supplement videotapes or films with written scripts for hearing impaired persons, and to adapt commonly used written materials to tape, braille and reproduction in large print for the visually impaired person, you could approach staff, consumer groups and/or volunteer service organizations. Willingness and resourcefulness by campus and/or community service club members is frequently there for the offering. For the price of materials alone you may find an invaluable resource! Materials and special equipment for the blind tends to be very expensive. For instance, a brailler, which is smaller and less intricate than a typewriter, costs a minimum of $150. And, it may take from six months to a year for delivery after purchase. This is another good reason to get involved with local organizations serving the blind. You may be able to borrow the use of a brailler until your purchased equipment arrives, or some organizations may be able to donate equipment to you. Even software used by the blind is exorbitantly priced. We needed some thin clear plastic sheets for making brailled labels which could be placed on top of our large print labels. This would allow totally blind and partially sighted students to use the same materials. To order these sheets from a supply house for the blind would have cost us $1.45 per 8½ x 11 inch sheet. We found basically the identical material being sold under the name of laminating paper in our own campus bookstore for 20¢ per sheet and saved over $100 by purchasing the laminating paper on campus. (Reardon, et al, 1978, p. 25)

The *Lions Club* aids both deaf and blind persons; *Quota* and *Pilot Clubs* concentrate on helping the deaf, and there are many others—*Junior Leagues, Civitans*, etc., who are dedicated to service and are always on the look out for worthwhile projects. Brailling is a specialized skill but still widely available. Florida State University adapted John Holland's Self-Directed Search to Braille through the generous services of a staff member in their Curricular Career Information Center (CCIS). The *American Foundation for the Blind* will also braille materials but you must allow ample return time. Written scripts for most films are available on request. *The Library of Congress National Library Service for the Blind and Physically Handicapped* (Washington, D.C. 20542) *Reference Service* publishes circulars listing manufacturers of spoken-word recordings (with subject list), national organizations serving disabled persons (some of which do materials adaptations), magazines available in special media, and sources of reading, writing, and other communications aids for people with visual and physical impairments. These publications are all available free on request.

The auxiliary aid appropriation administered by the Department of Education is a tentative source of funding. The current program, funded for two years, and available on a reimbursement plan, expires on June 30, 1981. A draft of the results of a needs assessment for the handicapped in higher education has been completed and recommendations have been made for subsequent funding to meet the needs of disabled students in postsecondary institutions. The current Division of Community Colleges (DCC) proposal, based on these recommendations, calls for a flat allocation of $500 per handicapped student directly to the institution to be applied to the needs of their disabled students at the discretion of the administration. The assessment identified 4,900 disabled postsecondary students in Florida, 70% of whom are in community colleges. The head-count allocation would encourage postsecondary schools to recruit disabled students in order to access the funds. Also, as funds would not be tied to a particular student as is currently required, they could be used wherever the need is the greatest—including counseling and career planning needs. Possible uses germane to individual center career programs could include: awareness training, employer-consumer seminars, materials adaptations, equipment purchase or adaptation, etc.

These funds would *not* be available for architectural modification. If the legislature will not fund the DCC program, it is possible that auxiliary aid funding might continue in its present form. However, the current program is limited in that funds are reimbursed for 'classroom aids' only, and only in conjunction with the needs of a particular student. You may want to make visible your support of the proposed funding system and, at the same time, strive to impress postsecondary administrators with the importance of career planning services to the education of disabled students (and all students). Through these efforts, the career planning area is more apt to be recognized as a basic need to be met if funds do become available.

Federal Sources*

Catalogue of Federal Domestic Assistance ($14.50), published annually by the Office of Management and Budget, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

HEW Catalogue of Assistance, Programs Providing Financial Support Services to States, Communities, Organizations and Individuals. DHEW Publication No. (OS) 73-74, ($2.00), available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A Catalogue of Federal Assistance Relating to Recreation and Physical Education for the Handicapped 1973, ($2.00), available from the American Association for Health, Physical Education and Recreation, 1202 Sixteenth Street, N.W., Washington, D.C. 20036.

A Summary of Selected Legislation Relating to the Handicapped, ($.70), available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Federal Programs Administered or Monitored by the Bureau of Education for the Handicapped, (Free), available from the Bureau of Education for the Handicapped Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Federal Assistance for Programs Serving the Handicapped, (Free), available from the Office of Handicapped Individuals Clearinghouse, 3529 Switzer Building, Washington, D.C. 20201.

Foundation Grants**

There are more than 250,000 foundations within the United States that are making available millions of dollars annually. Some of these foundations serve only organizations, some provide only capital funds, and others provide only program funds. Most foundations have funds for innovative and meritorious projects. Before pursuing a grant or funding for a project, a campus should first determine its needs, then look for a foundation that can fill those needs. When approaching a foundation for a grant, it is important to know what kinds of money are available from the foundation, what programs it will support, the amounts of money it will grant, the geographical locations of grant support and the foundation's priorities for the current year.

The *Council on Foundations, Inc.* and the *Foundation Center, Inc.*, both at 888 Seventh Avenue, New York, New York 10019, have information and services available to help in researching potential foundation grants, as does *Funding Sources Clearinghouse, Inc.*, 2600 Bancroft Way, Berkeley, California 94704, and *Taft Information Services*, Taft Corporation, 1000 Vermont Avenue, N.W., Washington, D.C. 20005.

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*Reprinted from *Creating an Accessible Campus*, by permission of the Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C., 1978.

**Ibid.

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Several publications can help campus administrators with this task:

Handicapped Funding Directory is available from Research Grant Guides, P.O. Box 357, Oceanside, New York 11672.

The Annual Register of Grant Support, approximately $50, is available from Marquis Academic Media, 200 East Ohio Street, Chicago, Illinois 60611.

Organizations

American Coalition of Citizens with Disabilities
Suite 201
1200 - 15th Street, N.W.
Washington, D.C. 20005

Architectural and Transportation Barriers Compliance Board
330 C Street, S.W.
Washington, D.C. 20201

Association of Physical Plant Administrators
(APPA) of Universities and Colleges
Suite 250
11 Dupont Circle
Washington, D.C. 20036

Committee on Architectural and Environmental Concerns
of the Visually Impaired
2454 Salem Place
Fullerton, California 92635

Closer Look
Parents' Campaign for Handicapped Children and Youth
Box 1492
Washington, D.C. 20013

Educational Research Services, Inc.
1800 North Kent Street
Arlington, Virginia 22209

Foundation for the Blind
15 West 16th Street
New York, New York 10011

Gallaudet College
Division of Public Services
7th and Florida Avenue, N.E.
Washington, D.C. 20002

Livability Clearinghouse Service
Partners for Livable Places
2120 P Street, N.W.
Washington, D.C. 20037
(202) 223-5867

Mainstream, Inc.
1156 15th Street, N.W.
Washington, D.C. 20005

National Center for a Barrier Free Environment
Suite 1006
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036
Access Information (toll free) (800) 424-2809

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

National Federation of the Blind, Student Division
212 Dupont Circle Building
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

President's Committee on Employment of the Handicapped
Washington, D.C. 20210

Publications

Access America
Architectural and Transportation Barriers Compliance Board
330 C Street, S.W.
Washington, D.C. 20201

Access
Arts and Special Constituencies Project
1419 27th Street, N.W.
Washington, D.C. 20007

Accessibility Assistance
National Center for a Barrier Free Environment
Suite 1006
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

Accessibility
Opening Doors: A Handbook on Making Facilities Accessible to Handicapped People Report (monthly newsletter)
National Center for a Barrier Free Environment
Suite 1006
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

Architectural Checklist: Making Colleges and Universities Accessible to Handicapped Students
Getting Through College with a Disability
President's Committee on Employment of the Handicapped
Washington, D.C. 20210

Barrier-Free School Facilities for Handicapped Students ($7.00)
Educational Research Services, Inc.
1800 North Kent Street
Arlington, Virginia 22209

Closer Look Fact Sheets
Box 1492
Washington, D.C. 20013
or
1201 16th Street, N.W.
Washington, D.C. 20036

Environmental Modifications for the Visually Impaired: A Handbook Committee on Architectural and Environmental Concerns of the Visually Impaired
2454 Salem Place
Fullerton, California 92635
or
Foundation for the Blind
15 West 16th Street
New York, New York 10011

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Creating an ACCESSIBLE CAMPUS ($12.50)
STEPS TOWARD CAMPUS ACCESSIBILITY ($5.50)
Association of Physical Plant Administrators of Universities and Colleges
Suite 250
11 Dupont Circle
Washington, D.C. 20036

Funding Guide for the Removal of Environmental Barriers (free)
Architectural and Transportation Barriers Compliance Board
330 C Street, S.W.
Washington, D.C. 20201

Handbook for Blind College Students
Student Division
National Federation for the Blind
212 Dupont Circle Building
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

The College Guide for Students with Disabilities ($18.50)
ABT Publications
55 Wheller Street
Cambridge, Massachusetts 02138

The Deaf Student in College (no charge)
Gallaudet College
Division of Public Services
7th and Florida Avenue, N.E.
Washington, D.C. 20002

The Impact of Section 504 of the Rehabilitation Act of 1973 on Colleges and Universities
National Center for Education Statistics
Room 3153
400 Maryland Avenue, S.W.
Washington, D.C. 20202
publist - room 3065

Getting Through College with a Disability
President's Committee on Employment of the Handicapped
Washington, D.C. 20210

In the Mainstream, a monthly publication on developments in legal and accessibility issues
Mainstream, Inc.
1156 15th Street, N.W.
Washington, D.C. 20005

Report, a bimonthly publication on all issues related to accessibility, subscription, $15.00
National Center for a Barrier Free Environment
Suite 1006
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

Resource Guide to Literature on Barrier-Free Environments
Architectural and Transportation Barriers Compliance Board
330 C Street, S.W.
Washington, D.C. 20201

Specifications for Making Buildings and Facilities Accessible to and Usable by Physically Handicapped People
(ANSI A117.1 - 1980)
American National Standards Institute, Inc.
1430 Broadway
New York, New York 10018

References

Creating an Accessible Campus, The Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C., 1978.

Reardon, Robert; White, Paul; Carlson, Arthur; Barker, Sandra, *A Self-Directed Career Planning Program for the Visually Disabled*, The Florida State University, Tallahassee, Florida, 1978.

Wulfsberg, R. M., Petersen, R. J., *The Impact of Section 504 of the Rehabilitation Act of 1973 on American Colleges and Universities*, National Center for Education Statistics, Washington, D.C., 1979, p. 1.

UNIT 4 The Employer

UNIT 4 THE EMPLOYER

Introduction

This section of the manual includes alternative ways to approach employers and to develop the kind of interdependence between employers, educators, and students which will facilitate placement and successful employment of handicapped persons.

It is just as unfair to generalize about employers as it is to generalize about people with a certain disability. Yet there are some employers who would prefer to have nothing to do with handicapped individuals and who do so only because of legal sanctions. There are other employers who are themselves disabled. There are enlightened employers who actively research new ways to make job accommodations and there are employers who will find any accommodation unreasonable.

Employer Attitudes*

Steven L. Jamison of the International Business Machines Corporation identifies four possible employer attitudes:

1. Resistive—"We don't want any handicapped people around here; they are more bother than they're worth; this is a business, not a social welfare agency." (that's illegal)
2. Permissive—"If a handicapped person applies, sure we'll consider him; but he better be able to function independently and in standard ways; we're not about to bend the organization around to fit his needs." (the passive spirit of non-discrimination)
3. Accommodative—"For a well qualified handicapped person, we can restructure a job somewhat and make necessary modifications to the work station and associated equipment." (complies with the letter of the law)
4. Facilitative—"Let's institute some special programs to augment accommodative measures; let's not just wait for qualified applicants, let's go out looking for them or maybe even help them become qualified." (the real spirit of affirmative action)

"Do these four refer to company attitudes? Not really. Companies don't have attitudes, people do. Public declarations at the executive level tend to reflect at least an accommodative if not a facilitative philosophy. But translating top level philosophies into operational practices does not usually come automatically. The real hurdles may be the attitudes of individual personnel and line managers. And this may vary significantly from location to location or department to department within a single company." (Jamison, 1978, p. 195)

Changing employers' attitudes from resistive to facilitative is a process very much like the one in which counselors become aware of and change their own attitudes. Accurate information is critical. Employers need to know that the majority of disabled workers require few, if any, accommodations in order to perform their jobs successfully; that employer insurance rates won't rise if they hire the handicapped; that productivity will be unaffected.

They need information about specific disabilities and about the range of adaptive equipment available.

Model Programs

NTID Service Delivery Program

The National Technical Institute for the Deaf (NTID) has designed a successful placement program which has its roots in modern marketing theory. (The program has a 95% placement rate.) Not every institution will have the resources to develop a program like this one, but it does provide a model of an overall service delivery program including a philosophy and a sequence of steps to

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*Reprinted from *Change Strategies and Disabled Persons: Postsecondary Education and Beyond*, by permission of Pat Marx and Perry Hall, eds. Wright State University, 1978.

follow. Instead of cajoling and exhorting employers, the NTID placement staff identify what they can provide for the employers and use advertising and promotion techniques to convince employers that it is in their best interests to create equal employment opportunities. "While individuals in rehabilitation and education have good intentions their behavior has not always been perceived by employers as congruent with their needs. For years employers have been inundated with requests and even demands to modify their modus operandi. While these demands have been justified, they have not served well to build professional, non-emotional relationships that impact positively upon successful participation of handicapped individuals in organizational environments." (Maguran, 1978, p. 165)

In order to serve employers as well as students, placement staff must develop ongoing mutually beneficial relationships with them. "NTID learned that our placement professionals must be aware of the needs of the deaf, but also be equally alert to the needs of prospective employers. We found it imperative for our staff to be strongly skilled in understanding the complexities, subtleties, and dynamics of modern organizations as well as understanding the deaf. Both groups must be served. To focus on one, at the exclusion of the other, most certainly diminishes the probability of success for each. Today's professional employment development and placement person must indeed have a wide array of skills. S(he) must be a coach, counselor, manager, change agent, quality control specialist, and marketeer." (Maguran, 1978, p. 165) The specific strategies used by the NTID include a team approach to placement utilizing three teams. The following summary is oversimplified but reflects the general approach.

1. *Occupational Research Team*
   Duties: Research labor market and economic projections. Identify and contact prospective employers.
2. *Employment Development Team*
   Duties: Work with those employers in an effort to lead them to reexamine their attitudes as well as their procedures. This is viewed as a long process.
3. *Career Placement Team*
   Duties: Initiate contact with students soon after admission. Provide occupational information. Provide information about the job search conference with employment specialist (after student has completed co-op programs) about possible placement. Contact organizations which have been working with the employment development team.

For more information, write:
National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, New York 14623

C.I.P.H.E.R.

A project called C.I.P.H.E.R., *College and Industry: Partners in the Handicapped Employment Role,* has developed a conference model which provides a way to initiate long-term relationships with employers and to increase the employment of handicapped students. Groups represented at the C.I.P.H.E.R. conferences were:

1. The business/labor/government community
2. Community College personnel—academic, personal and career counselors, job placement officers, job development officers, coordinators for the disabled, deans of student personnel
3. Disabled students

The organizers of this project also conceptualized the relationship between these three groups in marketing terms. The employers are the "buyers", the community colleges are the "sellers" and the disabled students are the "products". The goal is to increase the "marketability" of the product.

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The three groups were represented as six workshops spread out over a two year period. Each workshop focused on a different occupational cluster reflecting programs offered at the colleges as well as expressed interests of the students.

The following activities were incorporated in the conferences:

1. Large group sessions during which participants made presentations. Topics addressed by business/labor/government participants included job market trends within the industry, personnel practices, and current efforts to recruit and employ handicapped persons. Community college participants presented overviews of the function of the college in the community, the variety of occupational programs offered, and the role and functions of student personnel. The large group sessions were also used by the conference organizers to present information about tax credit programs, productivity of disabled workers, and so on.
2. Small group sessions: The groups were heterogenous to stimulate interaction.
   - A. Groups generated and rank-ordered critical concerns in employing the handicapped individual.
   - B. Problem solving sessions. Participants were provided with problem situations and asked to generate solutions. The problems ranged from dealing with less than positive reactions from co-workers and supervisors to dealing with "unasked" questions during the job interview.
   - C. Case student analysis with input from all three role groups.
   - D. Designing employer orientation program.
3. Role reversal activities.

For more information, write:
CIPHER II
New York Institute for Research and
Development in Occupational Education
City University of New York
33 West 42nd Street
New York, New York 10036

Internship Program

The University of California at Riverside has developed an internship program for students with disabilities. The program strives to develop a productive interdependence among students, employers, and the university. The benefits to each group are summarized as follows:

For Students

—To broaden the traditionally limited range of educational directions, and to increase students' application of their academic backgrounds to practical real-world experiences;

—To clarify educational goals early in their academic experience rather than their last two years of undergraduate work;

—To provide significant work experience relevant to professional careers;

—To increase self-confidence and develop personal, communication, and other work-related skills;

—To prepare students to write resumes and letters of recommendation for graduate school and/or career placement;

—To acquaint students with the job interview process through the use of mock interviews and multimedia equipment.

For Employers

—To demonstrate the potential capabilities of students with disabilities.

—To provide motivated interns who may conduct projects and perform activities that employers' resources may not allow.

—To conduct workshops and to share information with employers on hiring the person with a disability.

For the University

—To expand the educational program of the university by allowing students to integrate their theoretical background with practical learning experiences.

—To provide faculty with community contacts which may be helpful in developing research and course materials.*

For further information including organizational details, range of internships provided, workshop topics, and more, contact:

Academic Internship Center
Career Planning and Placement Center
1126 Library South
University of California
Riverside, California 92521
(714) 787-3631

Facts to Use When Contacting Employers

Facts to Use When Contacting Employers

The material available in Unit 6, The Services, on legal rights and on adaptive equipment and accommodations can be helpful. The following information can also be useful in preparing fact sheets or presentations.

"In much the same fashion as the unenlightened placement counselor who manages to find a dozen ways to avoid working with the student who has a disability, employers frequently come up with a multitude of reasons why they could not hire an applicant who has a disability.

"Our insurance rates will rise.
Not true. Insurance rates are not determined by the number of accidents which have occurred in the past. Hiring a person with a disability does not mean that the accident rate will rise. The same can be said of medical insurance rates. The fact that a person has a physical disability does not immediately affect the medical insurance rates. A quick review of the nation's common killers shows cardiac problems and cancer to be at the top of the list. Considering the percentage of employees in a firm who are walking around with cardiac problems or who have been treated for some cancer, it is rather doubtful that employment of one person with a disability would swing the balance quite as much as the employer might suggest.

"Handicapped people have more accidents than non-handicapped people.
There is no validity to this claim. In fact, people who have disabilities frequently have a much better idea of what their limitations are, and as a result are less apt to over-extend and hurt themselves. Although workers with disabilities have been repeatedly shown to be safer workers and less likely to suffer an accident while working than nondisabled people, many employers remain concerned that work related injury to a disabled worker will cause their worker's compensation insurance costs to rise. To allay this fear and encourage employment of people with disabilities, the Florida Special Disability Trust Fund was created to reimburse an employer or its insurance carrier for "excess" compensation and medical expenses should a disabled worker be injured on the job. The basic requirements for reimbursement are a) a pre-existing disabling condition must exist, b) the condition must be or is likely to be an obstacle to employment, c) the employer must be aware of the condition prior to the accident, and d) the presence of a disability must either have had a bearing on the occurrence of the accident or increased the severity of the disability effects of the accident. Between 1300 and 1800 new claims against the Fund are filed each year. For more information on the Fund, contact the Florida Department of Labor and Employment Security, Special Disability Trust Fund, 115 Montgomery Building, 2562 Executive Center Circle East, Tallahassee, Florida 32301, (904) 488-7234.

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*Reprinted from "Academic Internship Center," by permission of the Career Planning and Placement Center, University of California at Riverside, California, n.d.

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"Disabled employees have a higher absentee rate.
This is another myth, based on the concept that people with disabilities are sick. The fact that an individual's hearing, sight, or mobility is impaired does not mean that the person is ill. The person with a disability is no more apt to be absent from work than the 'normal' employee who has asthma, frequent headaches, back problems, ulcers, a nervous stomach, or who is a single parent with children."*

Complying with the Law**

Interviewing*

About 40 percent of complaints that have been filed with the Department of Labor under Section 503 of the Rehabilitation Act have stemmed from the interviewing process.

The interview is the first time an applicant and potential employer meet. It is normally a time of nervousness for the applicant, and in the case of a disabled applicant it can be a time of nervousness for the interviewer.

This hand-out is designed to diffuse a difficult situation—nerves against nerves. It is intended to be useful as a guide, but it's not the final word. An interviewer should be prepared to handle different situations in different ways. The essence, after all, of the Rehabilitation Act is awareness and adjustability.

The Law

As a federal contractor covered by Section 503, you are not permitted to ask an applicant if he or she is handicapped. Nor are you permitted to consider the applicant's handicap as a criterion for not hiring them, unless the disability clearly would impede the worker's qualifications for the job, even with reasonable job accommodations. In other words, a handicap must be job-related to warrant disqualification. (Example: a blind bus driver.)

Similarly, you may not ask questions about an individual's disability, unless it is job-related. You may, however, invite an applicant to inform you of a disability that he or she may have in order that you might use the information to (1) consider them a part of your affirmative action program and (2) work on a reasonable job accommodation that may be necessary. To accomplish this, the following words have been suggested by the Department of Labor, to be included on application forms: "As an affirmative action employer subject to Section 503 of the Rehabilitation Act of 1973, we invite you to inform us of any mental or physical handicap you may have. This information is not required by law, and will be handled in a non-discriminating and confidential manner."

Guidelines

DO'S

1. Do obtain necessary, relevant background data regarding the qualifications of the applicant.
2. Do ask direct questions about the applicant's ability to perform the job in question.
3. **Do** give more information about the nature of the work than you might in a routine interview situation (such as the mental, physical, and safety requirements).
4. Do use job site visits whenever possible during the interview.
5. If the applicant volunteers to be part of your affirmative action program, **do** inquire about the need for job accommodations. Ask the applicant for

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*Reprinted from *Career Education and Placement of Students with Disabilities: How Accessible Are They—Really?*, by permission of G. R. Bork, Northeastern University, Boston, Massachusetts, n.d.

**Reprinted from *Interviewing and Recruiting Qualified Handicapped Employees*, by permission of Mainstream, Inc., 1200 15th Street, N.W., Washington, D.C.

suggestions for appropriate accommodations and make sure all such questions are job-related.

6. **Do** give clear, non-patronizing reasons when a "no fit" situation occurs. But be certain that all avenues of reasonable accommodation and job analysis have been explored.
7. **Do** remember, when an applicant declares more than one disability, to only ask questions about the job-related disability.

DON'TS

1. **Don't** ask questions about a person's handicapping condition that are not clearly job-related.
2. **Don't** be overly solicitous, condescending, or patronizing while interviewing a handicapped applicant.
3. **Don't** make any assumptions about a person's ability to perform a job based on your knowledge or ideas about a disabling condition.
4. **Don't** make any assumptions about a person's ability to perform a job based on your experience with, or knowledge of, other people with identical impairments.
5. **Don't** make assumptions about a person's social adaptability in the job situation (particularly deaf persons, mentally retarded persons, or applicants recovering from mental illness).

Recruiting

The backbone of a successful affirmative action program is recruitment. And the unique part of Section 503 is that it requires federal contractors to develop positive and vigorous outreach programs to find qualified handicapped workers. Contractors have found that, traditionally, disabled people do not come knocking on personnel doors—and the reason may be that the door is inaccessible—both in architectural and attitudinal terms. But contractors are also finding that efforts used to attract other minority workers will also pay off in finding disabled workers. For example, it is good policy to add "Handicapped" to all affirmative action announcements. Outreach programs are rarely characterized by instant results, but once the word is out that an employer is sincere about affirmative action programs, the recruiting program can snowball to success.

The Law

Section 503 of the Rehabilitation Act requires that contractors undertake outreach and positive recruitment activities, as to employment and advancement of qualified handicapped individuals. The scope of the outreach efforts to be undertaken depends on the contractor's size, resources, and the extent to which his or her existing employment practices are adequate. The Section recognizes that traditional recruitment sources and practices will not necessarily be sufficient to attract handicapped applicants for employment. Many plants rely on applicant initiative to approach personnel offices—initiative handicapped individuals are unlikely to assume, since they cannot be sure of the accessibility of personnel facilities, or of the attitudes of personnel managers. Employment agencies, whether public or private, vary from state to state in their concern for the employment of the handicapped. Therefore, it was necessary to determine individually the capability of each source to respond to job requests, assuming that individual handicapped applicants will not "take the first step."

Guidelines

DO'S

1. Do establish an ongoing relationship with your State Vocational Rehabilitation Agencies, Employment Security Offices, and Disabled Veterans Officers.
2. Do research all agencies in your area that deal in job training and placement for handicapped individuals (example: blind services programs, training programs for the retarded, individual placement programs for the disabled).

3. **Do** contact coordinators of handicapped affairs when planning campus recruiting to make them aware of your visit.
4. **Do** remember to include handicapped along with women and minorities in your employment announcements (example: F/M/H).
5. **Do** make your job listings available in alternate forms (example: tapes, braille for the blind, and printed matter for the deaf).
6. **Do** include current handicapped employees in your corporate publications so your work force is aware of your receptivity to handicapped employees.

DON'TS

1. **Don't** schedule recruiting and interviewing sessions in inaccessible places.
2. **Don't** forget to advertise job openings in publications read by handicapped persons (example: periodicals by consumer groups and provider organizations).
3. **Don't** forget to make auxiliary aids available when interviewing if needed (example: interpreters for the deaf).
4. **Don't** forget to make local and national resources aware of anticipated needs (example: corporation will be opening a new accounting division in a year).
5. **Don't** stereotype when recruiting.

References

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Maguran, Victor J. "Career Placement for Deaf Students: THE NTID Approach." Pat Marx and Perry Hall (eds). *Change Strategies and Disabled Persons: Post Secondary Education and Beyond*, Wright State University, 1978.

Mainstream, Inc., *Interviewing and Recruiting Qualified Handicapped Employees*, 1200 15th Street, N.W., Washington, D.C.

UNIT 5 The Community

UNIT 5 THE COMMUNITY

Networking

You already have a network although you may not call it that—colleagues you can call on for assistance, friends and workers in other related fields with specialized information. Several colleges have VR representatives working on campus regularly or have been involved in private service provider projects. Virtually all schools have had some professional contact with other state agencies.

The first step in developing a network for any purpose is to identify the potential participants in your community. They will vary widely in terms of both number and effectiveness from one community to another. For a network designed to support and augment your career planning program for disabled people, the potential network members fall into five basic categories:

1. public agencies
2. private service providers
3. civic/social organizations
4. consumer advocacy groups
5. employers

Each of these types of organizations will provide you with a different perspective to meet the career-planning needs of disabled students; together they will provide a balanced picture of the environment in which your program and disabled students must function.

Your Institution as a Resource

In the construction of your network, your most accessible resource will be those organizations already operating on your own campus. You will find representatives of each of the types described on a large campus and some on every campus. Agencies such as VR and Blind Services may have service representatives already working with students. Identify CETA projects operating on your campus and staff hired through CETA; learn how to access the source. Some projects of private service providers have been directed toward postsecondary institutions; find out who they are working with on your campus. Fraternities, sororities, and campus service groups are potential sources of volunteers. Disabled student consumer groups can work with new students on career planning activities and with staff on awareness activities. The school is a public employer with an affirmative action plan and probably an equal employment opportunity coordinator. Involve personnel and EEO representatives in legal rights discussions. There is even a union, United Faculty of Florida.

This is not to say that you have everything you need for a network on campus and need look no further. A VR counselor, however concerned, and a student consumer group, however active, do not make a network. Use them as the valuable resource they are, but be sure to draw into your network representatives from other areas as well.

Employers and work-experienced disabled people will naturally have a different perspective on career planning/job search issues than educators, counselors or students. Private service providers and civic organizations can offer assistance and long experience in a variety of areas, not the least of which is fund raising.

You need a broader view of the world than a campus network can provide, but when you start building, the easiest place to begin will certainly be in your own backyard.

Your Community as a Resource

The basic steps to building a community service network are:

1. Identify all the organizations in your community, public and private, who in any way do or might assist disabled students with career planning and job search activities.

2. Make initial contact with as many organizations as you can, requesting information on their programs and telling them about your program. Naturally, you will tailor your letter somewhat to the organization's concerns and special population.
3. Identify at least three organizations of each type that you wish to draw into your network.
4. Offer assistance and the use of your career counseling center, which, in most cases, is available to the community.
5. Ask to be placed on the mailing list for any newsletters and put them on your mailing list.
6. Establish and maintain one professional, but friendly, contact in each organization, someone you can exchange information with and go to when you are ready to activate your network for major activities.

Beyond these basic steps, common to all segments of your network, there are a few peculiarities in locating and organizing your network with each type of organization. Specific suggestions for accessing network participants are included in the discussions of each major type.

Network Participants

Working to provide education and career counseling to disabled people, you are no doubt already familiar with the major public agencies in Florida whose programs serve our target population of disabled people. They are:

State Agencies

Vocational Rehabilitation (VR)

This division of the Florida Department of Health and Rehabilitative Services (HRS) is responsible for the training or retraining of disabled persons for employment. VR counselors work with clients to achieve independent employment. VR services may include the provision of:

- school fees
- adaptive devices
- personal assistants
- tools and professional licenses
- child care
- transportation

The package of services offered to each client is tailored by the counselor to the client's needs but all services provided through VR must contribute to the employability of the client.

VR's decision to send a client to a postsecondary institution rests with the counselor, based on an evaluation of the client's abilities and placement prospects. Financial constraints and its vocational orientation lead VR to prefer to sponsor clients to technical programs of limited duration rather than four year or liberal arts programs. Sponsorship to graduate programs is considered only in extraordinary circumstances. VR requires that all other funding sources—loans, grants, work-study, scholarships, and family support—be exhausted prior to VR funding of tuition fees. In hardship cases, very limited maintenance may be provided.

In recent years there has been considerable discussion of the appropriate role of the VR counselor in the client's choice of career. People preparing for careers in a competitive setting certainly need to assume responsibility for the decision-making in their lives. However, many people with disabilities do not have the requisite background information in terms of either experience with or exposure to the world of work to make valid judgments on the appropriateness of a career choice. Consequently, VR counselors sometimes feel compelled to take charge of the decision-making process or at least direct it into channels they feel are appropriate. The counselor also has access to technical evaluations of both the job's physical requirements and the client's capacities. Therefore, VR counselors with some experience may, understandably, feel that they know best what type of work is suited to a person with a particular disability or physical incapacity.

Advocates and many consumers, on the other hand, feel that preemption of decision-making authority by a counselor is in itself a handicap because it does not allow disabled people to develop the social skills necessary to lead independent life styles. Although they acknowledge the wide experience of VR counselors in job placement of disabled people, it is felt that this very experience may lead counselors to make career decisions for clients based on past experience with the disability rather than the individual's desires or abilities. Advocates encourage sharing all information with the client on whom the final decision would rest.

Florida's VR supports the concept of self-direction in career planning for its clients. However, although VR makes every effort to fit their services to the desires of their clients, their primary responsibility is placement. Many colleges have VR counselors working on campus already and are well aware of the scope and limitations of their services. Career counseling efforts are necessarily limited by time and the demands of their case load which is always heavy. However, many a well-prepared and determined client has overcome a counselor's lack of enthusiasm to achieve a desired career. Knowledge is the key—a command of the skills necessary to do the job and a realistic understanding of what the job entails.

If a student and VR counselor simply cannot reach agreement, the HRS Client Assistance and Advocacy Program is designed to help iron out problems. A program representative will explain all client rights and responsibilities, investigate all complaints, represent the client and the client's position to anyone in the rehabilitation system, and, if necessary, represent the client in an appeal. To contact this program, write to: Client Assistance and Advocacy Program, HRS Office of Vocational Rehabilitation, 1309 Winewood Blvd., Tallahassee, Florida 32301 or call toll free: 1-800-342-0778. The TTY number is 1-904-488-8382.

Division of Blind Services (DBS)

This division of the Florida Department of Education (DOE) provides assistance to visually impaired persons. DBS has two criteria for assistance. The client must be:

1. legally blind or likely to become so within five years, and
2. disadvantaged, with a monthly income of $370 or social security benefits in any amount.

DBS may provide students whom it sponsors at postsecondary institutions with:

- school fees
- adaptive devices
- readers and tutors
- books and supplies
- transportation
- maintenance supplements
- orientation/mobility training
- communications instruction
- training in the use of special equipment

DBS has an open door policy which allows clients who are academically qualified to pursue a postsecondary education in whatever field they choose. DBS is currently sponsoring about 200 students in postsecondary schools. Florida State University has the largest concentration of DBS students and the only DBS counselor dedicated full-time to serving students, past and present. Clients in other colleges around the state are served by the area DBS representative as part of the general case load. DBS prefers its students to attend community colleges initially to take advantage of family and community support while adjusting to the demands of higher education but many students prefer

FSU for its highly developed programs for the visually impaired. Contact numbers for area offices of the Division of Blind Services are:

AREA OFFICES	SUNCOM	LOCAL LISTING
State Office	278-1330	(904) 488-1330
Florida Regional Library	326-1115	(904) 252-4722
Rehabilitation Center	326-1010	(904) 252-4722
Area I		
Tampa	571-3220	
	571-3552 (temp)	(813) 272-3552
Ft. Myers	552-7677	(813) 332-3314
Gainesville	620-5162	(904) 372-4219
Shands Liaison	622-3119	(904) 392-3119
St. Petersburg	594-2341	(813) 893-2341
Sarasota		(813) 355-4885
Area II		
Daytona Beach	326-1160	(904) 252-4722
Titusville	326-1184	(305) 269-7273
Orlando	344-6305	(305) 423-6305
St. Augustine	683-1451	(904) 824-4750
Florida School for Deaf and Blind		(904) 824-1654
Jacksonville	694-6352	(904) 359-6352
Area III		
Ft. Lauderdale	451-5450	(305) 485-8000
West Palm Beach	454-5026	(305) 837-5026
Miami	452-5339	(305) 377-5339
Miami Bascom Palmer Liaison		(305) 547-6028
Area IV		
Tallahassee District Office	278-8400	(904) 488-8400
	278-8650	(904) 488-8650
Panama City	231-4626	(904) 769-6171
Pensacola	695-8400	(904) 436-8403

Florida State Employment Service

This division of the Florida Department of Labor and Employment Security (FSES) provides job referrals, unemployment compensation, and information on the targeted jobs tax credit which is available to employers of certain VR clients.

Department of Education (DOE)

The DOE Center for Career Development Services (CCDS) is providing three services to students in the areas of career planning and job search.

1. CAPS, the Computer Assisted Placement Service, utilizes a computerized system to unite job seeking students and potential employers. Students register with CAPS through their schools, and employers keep CAPS advised of new job openings. The system matches the two together. For more information about CAPS, call 1-800-342-9271 or write to CCDS, Department of Education, Knott Building, Tallahassee, Florida 32301.
2. Florida VIEW (Vital Information for Education and Work) offers detailed occupational information which includes job duties, working conditions, wages, opportunities, sources of training, and preferred personal characteristics. VIEW's institutional section offers information on all of Florida's public vocational centers, community colleges and universities, and many private facilities as well. The latest edition of VIEW provides career information on 577 jobs in Florida. VIEW is available in most of the State's postsecondary schools.
3. CHOICES is a computerized program for exploring careers. CHOICES will explore any of 1,027 occupations in terms of interests, aptitudes, educational level, earnings, physical demands, and seven other variables.

CHOICES is presently operating at 22 pilot sites around the state including three community colleges and four state universities. For more information, write to CCDS at the address listed under CAPS.

Of special interest to disabled students is a project CCDS is currently working on, the development of a delivery system for specialized occupational information on the physical requirements of jobs and adaptive equipment. CCDS hopes to incorporate this information into both VIEW and CHOICES.

The Department of Education is also participating in a pilot program to help adults make better choices in education and careers. Disabled persons are among the target groups for the project. Project staff plan to begin providing training and career information to community colleges and advocacy groups, among others, in the Spring. For more information, contact Pat Dallet, Director of the Educational Information Centers Program, Florida Department of Education, or call (904) 488-5030, or the toll free hotline: 1-800-342-9271.

Department of Administration (DOA)

In an effort to locate and recruit qualified women, minorities, and disabled persons for state employment, DOA has developed the Affirmative Action Recruitment Outreach Program (AAROP). AAROP is constructing a recruitment network through colleges, universities, community organizations, and other sources of qualified members of the target groups which are underrepresented on the state payroll. The project will supply interested job seekers with a list of all state employers in their community. For more information about AAROP, call (904) 488-8471 or write to AAROP, Room 535, Carlton Building, Tallahassee, Florida 32301.

Governor Sponsored Groups

In addition to these major agencies, the Governor's Office sponsors two groups which can be resources for both staff and students.

The Governor's Committee on Employment of the Handicapped works toward equal opportunity in employment for all persons with disabilities. The Committee operates through eleven district coordinators and over 80 members around the state. Members represent agencies, education, consumers, and commercial organizations. The Committee also sponsors activities for National Hire the Handicapped Week each fall. For the names of local representatives, write to the Committee at 201 Caldwell Building, Tallahassee, Florida 32301, or call (904) 487-2222. The TTY number is (904) 488-9505.

The Governor's Commission on Advocacy for Persons with Developmental Disabilities offers systematic as well as individual assistance on any issue relating to developmental disabilities. They will assist students to develop personal advocacy skills and counselors to construct programs addressing the legal, personal, or employment concerns of persons with developmental disabilities. For assistance or information, write to the Commission at: The Office of the Governor, The State Capitol, Tallahassee, Florida 32301, or call, Toll free, 1-800-342-0823.

Information and Referral (I&R)

I&R is a system that keeps track of all services and organizations—public and private—in its service area. A service may specialize in the needs of a particular group such as the aged or it may include all ages and economic conditions in its area. The Florida Department of Health and Rehabilitative Services is required to provide comprehensive I&R services in each of its eleven districts but the form of that service is not specified. Consequently, some I&Rs are operated by HRS staff in addition to their other duties; others are contracted out to community agencies and may employ several people full-time.

The scope of service naturally varies with the time and resources the operator invests in the I&R. A well-developed I&R service will be able to identify most of your community network for you and tell you something about each organization's activities. Some I&Rs are even computerized but this is the exception. An I&R specialist is trained to analyze a request, determine the service best able to fill the expressed need, and make the appropriate referral. In the case of multi-agency referrals, I&R often acts as service coordinator and sometimes as client advocate for those who get bogged down in the official system. In identifying potential participants for your network or services for individual students, check first with your local I&R; you may get a pleasant surprise. If you are unable to locate the I&R serving your district, contact the Florida Alliance of Information and Referral Services (FLAIRS), 606 Southwest 3rd Avenue, Gainesville, Florida 32601, for the member nearest you.

Other Agencies

Agencies will have printed brochures and fact sheets on their basic programs and services. Obtain copies for your files and for use by your students. Agency workers generally carry very heavy caseloads and the extent of their efforts for any one client is necessarily limited by these demands. An offer of the use of your career planning centers for selected clients may be very well received. Ask those agency counselors who work with disabled students to strongly recommend that clients use the career planning center early in their academic careers.

Local Government

Some large cities have extensive programs for disabled persons such as the following programs and departments.

City of Miami Programs for the Handicapped
Post Office Box 330708
2600 South Bayshore Drive
Miami, Florida 33133
(305) 579-3431

Programs for the Handicapped
Parks and Recreation Department
City of Orlando
649 West Livingston Street
Orlando, Florida 32801
(305) 849-2288

North Brevard Parks and Recreation Department
Post Office Box 1237
Titusville, Florida 32780

St. Petersburg Committee for Assistance to the Physically Impaired
Post Office Box 2842
St. Petersburg, Florida 33731

Find out who is in charge of these activities in your area and precisely what programs are operational or planned.

CETA

Although programs under the Comprehensive Employment and Training Act (CETA) are funded with federal dollars, they are administered directly by local governmental units known as prime sponsors. There are 21 local prime sponsors in Florida—cities, counties, and consortia of local governmental units—who receive funds directly from the federal government and decide which local programs are funded. The remainder of the state is administered by the balance-of-state prime sponsor, the Division of Employment and Training of the Department of Labor and Employment Security in Tallahassee.

Prime Sponsors

Alachua
Comprehensive Employment and Training Program
Alachua County Commission
Post Office Box 1287
Gainesville, Florida 32602

Brevard
Special Programs Department
Brevard County Commission
2555 North Courtney Parkway, Suite 30
Merritt Island, Florida 32952

Broward
Executive Director
Broward Employment and Training Administration
330 North Andrews Avenue
Ft. Lauderdale, Florida 33301

Escambia
Department of Health and Social Services
Escambia County Commission
Office Plaza Building, Room 503
Pace Boulevard at Fairfield
Pensacola, Florida 32505

Heartland
Manpower Planning Director
Heartland Employment and Training Administration, Inc.
1525 Edgewater Beach Drive
Bartow, Florida 33830

Hillsborough
Hillsborough County Employment and Training Department
Corporate Square, Suite 650
7402 North 56th Street
Tampa, Florida 33617
Assistant Director: Mel Sholl

Lee
Acting CETA Director
Lee County Commission
Post Office Box 398
Fort Myers, Florida 33902

Leon
Department of Human Resources
603 North Boulevard
Tallahassee, Florida 32301

Manatee
Department of Human Services
Post Office Box 1138
Bradenton, Florida 33506

Marion
Marion County Commission
Post Office Box 1030
Ocala, Florida 32670

Northeast
Manpower Division Northeast Manpower Consortium
Department of Human Resources
135 Riverside Avenue
Jacksonville, Florida 32202

Okaloosa
Human Resources
Okaloosa County Commission
County Courthouse Annex
Shalimar, Florida 32579

CETA Office
102 South Main Street
Crestview, Florida 32536

Orange
CETA Office
215 East Jackson Street
Orlando, Florida 32801

Palm Beach
Palm Beach County Employment and Training Administration
Post Office Box 1989
West Palm Beach, Florida 33402

Pasco
Manpower Administrator
Pasco County Manpower Division
1109½ North 14th Street
Dade City, Florida 33525

Pinellas/St. Petersburg
Department of Grants Development
315 Court Street
Clearwater, Florida 33516

Sarasota
Sarasota County CETA Office
Sarasota County Commission
Post Office Box 8
Sarasota, Florida 33577

Seminole
Seminole County Manpower Division
Seminole County Courthouse
101 East First Street
Sanford, Florida 32771

South Florida
Executive Director
Metropolitan Dade County Manpower Planning Council
7880 Biscayne Boulevard
Miami, Florida 33138

City of Tampa
Manager
City of Tampa
Division of Employment and Training
301 North Florida Street
Tampa, Florida 33602

Ms. Joan Smith, Director
Project Planning and Grants Administration
306 East Jackson Street
Tampa, Florida 33602

Volusia
Director
Division of CETA Administration
Volusia County Council
724 South Segrave
Daytona Beach, Florida 32014

Balance of State
Mr. Ernest Urassa, Chief
Balance of State
Division of Employment and Training
2551 Executive Center Circle, West
Tallahassee, Florida 32301

As an important part of the network, CETA can offer the following opportunities for involvement in your career planning service:

1. Public service employment for disabled persons while attending school to provide job experience and additional income.
2. Staff to operate career counseling centers or provide individualized assistance to disabled consumers in planning their careers.
3. Funds to develop or expand your career counseling capability to encompass the specialized materials and equipment needed by disabled students.

Contact your local prime sponsor to discover what CETA programs are currently operating in your area and the service needs to which you might address a proposal. Request that you be placed on the list of potential service providers which all prime sponsors must maintain for their service area and on the mailing list for any service requests or requests for proposals (RFPs). There are a number of guides for local organizations wishing to access CETA funds. Among them are the *Citizen's Action Guide* series from the Center for Community Change (1000 Wisconsin Avenue, N.W., Washington, D.C. 20007), and *A Guide to Seeking Funds from CETA: A Booklet to Assist Individuals and Organizations to Learn How to Apply for CETA Monies* from the Women's Bureau of the U.S. Department of Labor (Washington, D.C. 20210). Both have been available locally from the Florida Institute for Educational Linkage Development (FIELD), a CETA project operating from the Centers for Community Education at Florida Atlantic University (Boca Raton), the University of Florida (Gainesville), and the University of West Florida (Pensacola).

Libraries

Local governments, normally counties, also operate public libraries, a veritable gold mine of services, not to mention information. Libraries may have large-print and/or talking books for visually-impaired persons, sign language classes, telecommunications devices for the deaf (TDDs) which allow hearing impaired persons to access the telephone system, community referral services, and, of course, endless reference and resource materials. Libraries are subject to 504 requirements just as schools are and many are making concerted efforts to become more accessible to disabled patrons and more responsive to their needs. The State Library, a division of the Florida Department of State, has been very active in promoting the cause of disabled persons. They sponsored a series of deaf awareness workshops last year and are holding another workshop this Spring on library response to the needs of persons with disabilities.

The ultimate library resource for persons with disabilities is the Library of Congress' National Library Service for the Blind and Physically Handicapped. The regional branch of the library serving Florida is located in Daytona Beach. Library services are available free to anyone who is unable to read or use standard printed materials due to visual or physical limitations. In addition to being a source of taped, Brailled, and otherwise adapted materials, it is a resource for students and counselors in locating manufacturers of adaptive communications equipment and organizations serving disabled people. For information on library membership or resources, write to the Florida Regional Library for the Blind and Physically Handicapped, P.O. Box 2299, Daytona Beach, Florida 32015 or call their toll free number, (800) 342-5627.

Private Service Providers

The third community group to identify is the private service providers, generally non-profit, charitable organizations with which you are already somewhat familiar. Many private providers maintain a network of affiliates around the state. Some of the larger organizations (and the number of their affiliates in Florida) are:

Easter Seal Society of Florida
Route 1, Box 350
Sorrento, Florida 32776
(904) 383-6186
(18 local affiliates)

Florida Association of Rehabilitation Facilities, Inc.
325 John Knox Road, L-500
Tallahassee, Florida 32303
(9804) 386-6111
(32 affiliates)

United Cerebral Palsy of Florida, Inc.
Post Office Box 6476
Tallahassee, Florida 32301
(904) 878-2141
(11 affiliates)

Florida Epilepsy Foundation, Inc.
412 N.E. 16th Avenue, Suite 60
Gainesville, Florida 32601
(904) 376-1611
(10 affiliates)

Smaller service providers include: Muscular Dystrophy, Multiple Sclerosis, March of Dimes, Heart Association, and the Lung Association.

Most of these organizations have a formalized structure of services to their particular consumer group. However, the scope and depth of services vary widely. Identify those with adult programs and get a description of the services they offer.

In addition to their traditional service roles, some of these organizations have begun to expand their activities from their specific disability to the generalized needs of all disabled people. Easter Seal, for instance, has pioneered the involvement of voluntary health organizations in the cause of accessibility. The Easter Seal national organization will provide, free of charge, a complete and readily workable accessibility survey package which can be used to identify architectural barriers in one facility or an entire community.

Also, many groups have recognized the disabled person's need for help beyond clinical programs, particularly in the areas of independent living and employment. Some of their programs include:

The Florida Occupational Information Coordinating Committee (FLOICC) is a FARF program dedicated to increasing public awareness of the availability of occupational information. FLOICC works with organizations and agencies on occupational data needs and uses, works toward standardization of occupational terminology and definitions, and provides training in using occupational data. FLOICC publishes a directory of occupational information in Florida, the *Rainbow of Resources*, which lists publications dealing with job descriptions, labor market conditions, and an occupational outlook.

FARF has also done extensive work in job development, in cooperation with VR, and in alternative community living. The FARF CETA Training Project assists agency and prime sponsor personnel to respond to the employment-related concerns of disabled people. For more information on any FARF program, write to the Florida Association of Rehabilitation Facilities, Inc., 325 John Knox Road, Suite L-500, Tallahassee, Florida 32303 or call (904) 386-6111.

The Epilepsy Foundation's Training and Placement Service (TAPS) specializes in the job placement concerns of persons with epilepsy. TAPS is a pilot project currently available in Florida through Epilepsy's Orlando affiliate.

The Career Development for the Handicapped Project (CDHP) of United Cerebral Palsy of Florida is in its third year of assisting disabled adults with career planning. The CDHP program of the last two years produced specialized materials, and tested career planning techniques for disabled people at six field sites. The CDHP program currently operating at Goodwill-Lakeland was recognized last year by Goodwill's national organization as a model, innovative effort and continues to be a valuable adjunct to traditional services. CDHP continues this year in assisting college career counselors to address the unique employment-related concerns of disabled students.

Many of these programs are offered through federal grants of limited duration but, when the funds run out and the program has officially terminated, some of that expertise and the materials it developed will still be around. Check with local affiliates of these organizations or their state headquarters whose addresses are listed in the resources for this section.

Private service providers often don't maintain facilities themselves but coordinate services for their clients through other organizations. For those that maintain a stable program of services in your area, request printed information on their adult services and contact the adult program coordinator. Also, inquire at the state offices of these providers for information on any statewide programs germane to your service, i.e., FLOICC, TAPS, or CDP.

Public agencies and private service providers have many interests and clients in common. They often form information exchange groups or forums for familiarizing each other with their programs and services and to discuss service delivery problems.

Although schools do not often think of themselves as social service providers, anyone working with disabled people must operate somewhat in that milieu. If the label offends, call it something else but get involved. You need to know what is going on.

Consumer-Advocacy Groups

The next group to explore in developing your network are the consumer-advocacy organizations whose members are themselves disabled. Originally organized as mutual support groups, many of these organizations have expanded their activities and become militant and highly effective proponents of self-determination for disabled people. They have recognized that education, although essential, is not enough to insure independence and equal opportunity. Disabled people, like all emerging minorities, must develop decision-making and self-advocacy skills as well. Consumer-Advocacy groups are uniquely suited to provide your disabled students with the motivation to develop these skills by sharing their experiences and providing a resource pool on which both students and staff can draw. These groups will assist you with awareness campaigns, accessibility surveys, job search skill training, and often provide direct support service to disabled students during job search and adjustment periods.

Statewide Consumer Advocacy Groups include:

Florida Council of the Blind
13 Oak Street
St. Augustine, Florida 32084
(904) 829-6509

Florida Association of the Deaf
741 N.W. 45th Avenue
Miami, Florida 33126
(305) 944-5875

Disabled American Veterans
702 Montrose Street West
Clermont, Florida 32711
also: D.A.V., VA Regional Office
Room 413, 144 First Avenue
St. Petersburg, Florida 33701

Paralyzed Veterans Association of Florida
136 S.E. 15th Street
Pompano Beach, Florida 33060

Florida Paraplegic Association
1366 13th Terrace
Miami Beach, Florida 33139

UNIT 6 The Services

UNIT 6 THE SERVICES

This Unit contains recommendations for providing specialized information and services to disabled students in accordance with the goals outlined in Unit 1, "The Student." To recap briefly, the goals are:

1. Developing a positive self-concept
    a. Identifying strengths
    b. Providing positive role models
2. Providing a broad base of occupational information
    a. Designing unbiased delivery systems
    b. Providing role models in nontraditional fields
3. Providing training in self-advocacy in the job market
    a. Providing specialized information (for example, Legal Rights)
    b. Offering opportunities to practice job search skills

The recommendations are called *Strategies for Change*. Some strategies provide direct assistance to students. Others establish less direct services but build links between the career center, the disabled students, and their community. Resources for implementing the strategies are provided. At the end of Strategies 1 and 2 there are extensive collections of resource material entitled, respectively, *Legal Rights* and *Accommodations/Adaptive Equipment*. In addition to detailed information each collection contains exercises and sources for further information. These collections can be:

- used as reference materials for staff
- duplicated and made available for student use in the career placement center
- included as a basis for informative workshops or seminars
- incorporated into skill training activities and/or classroom curriculum.

Those resources noted in each Strategy for Change which are included in this Unit are marked with † for your information and easy reference.

Strategy for Change 1

Provide up-to-date information on legal rights in education and employment. This information can be presented in a workshop, possibly combined with a training session on job search skills, and should be available at all times to students (and staff).

Purposes

- To encourage development of a positive self-concept
- To provide opportunities for group support
- To offer training in self-advocacy
- To provide specialized information

Resources

† "Legal Rights: The Need for Information" *A Counselor's Guide*

† Resource Collection: "Legal Rights"

• Unit 5, The Community

Legal Rights: The Need for Information, *A Counselor's Guide*

The law has opened up to disabled persons a whole new vista of careers to explore and has also made career decision-making the right of every disabled person. It has insured access to all public education, training, and counseling programs. Anti-discrimination laws have redefined the job search for disabled people by identifying discriminatory practices. Without the law which identifies and forbids discrimination on the basis of handicap, there wouldn't be a career or job search for many disabled people, or any way to access a job if they found one.

Yet changes in law do not necessarily effect changes in attitudes and employment practices. The law is only as effective as the person who uses it. An understanding of the law and the legal rights of handicapped people has, therefore, become as essential a job search skill for persons with disabilities as the ability to write an effective resume.

Many an employer laboring under legal mandate not to discriminate against people with disabilities hasn't the faintest idea what that actually means. There are also disabled people who are firmly convinced that the law guarantees them a job. Both groups are lacking vital information. Postsecondary institutions are in a unique position to enhance the employability of disabled people by providing them with this crucial information about their rights and obligations under the law.

Certainly, no amount of preparation will make job hunting painless, but it should be no more so for a disabled person than for anyone else. It is the objective of every career center to offer its consumers every advantage possible. For persons with disabilities that means a clear and comfortable understanding of their legal rights!

Resource Collection: Legal Rights

Guide to Securing Rights under the Law

Section 504

The Rehabilitation Act of 1973 has three sections that address job rights of handicapped people. *Section 504* "prohibits discrimination against handicapped individuals by any program or activity receiving federal funds. In employment, this means making reasonable accommodations which make it possible for a qualified handicapped person to perform a job. It also includes non-discrimination in job-related benefits and activities." (Ormsby, 1980)

Pre-employment Practices The following is a summary of the Department of Labor's proposed regulations for the implementation of Section 504 requirements regarding employment practices. *Final* DOL regulations implementing Section 504, effective November 6, 1980, are contained in the Federal Register, Tuesday, October 7, 1980 (vol. 45, no. 196). Deviations from the *proposed* DOL regulations and the HEW regulations are enumerated under Supplemental Information (pp. 66706-66709). Copies of the final rule may be obtained from the Florida State Employment Service, Florida Department of Labor and Employment Security, Room 305 Caldwell Building, Tallahassee, Florida 32301 (attn. Gail LaRosa).

☐ "*Recruitment:* program and job vacancies should be announced in a form readily understandable to mentally handicapped persons or by persons with impaired vision or hearing.

☐ *Application and Interview:* interview site and application must be accessible to handicapped persons. Readers, interpreters, or similar assistance should be provided.

☐ *Pre-employment Inquiries:* the interviewer may not inquire whether the applicant is handicapped nor ask about the nature and/or severity of the handicap. The interviewer may, however, inquire about the applicant's ability to perform job-related functions. The applicant may wish to voluntarily identify him or herself as handicapped for inclusion in affirmative action programs; however, this information must remain confidential.

☐ *Medical Exams:* are permitted before final employment offer is made under the following conditions:

  - if all potential employees are included
  - if the exam is used to determine ability in job related functions by a qualified doctor
  - if results are specific and objective and communicated to applicant and employer at the same time
  - if results are used to determine possible placement and reasonable accommodations
  - if the information is kept confidential except where supervisors and first aid personnel are informed for safety reasons

☐ *Testing:* adjust or modify examinations so that test results accurately reflect the applicant's skills or aptitude rather than reflecting the applicant's impairment except where those skills are the factors that the test purports to measure. This may require extension of traditional time deadlines or modifying the form of the test (such as substituting an oral exam for visually impaired applicants). Whenever possible, permit applicant to demonstrate his/her skills through the use of alternative techniques or adaptive devices.

"*Post-employment Practices* Section 504 also addresses the issue of post-employment practices and expressly forbids discriminatory personnel policies for recipients of federal funds. The following is a brief summary of some of the areas affected by Section 504:

☐ *Placement:* it is considered discriminatory to segregate disabled workers into certain categories or 'dead end' jobs.

☐ *Training:* disabled employees should have equal access to training opportunities, including the provision of assistive devices where appropriate.

☐ *Rate of Pay:* jobs requiring similar skill and responsibility must receive equal compensation. An employer may not reduce wages to offset the cost of accommodation or the amount a person may receive from government sources such as SSDI (Social Security Disability Income).

☐ *Benefits:* leaves of absence, sick leave, and fringe benefits must be provided to handicapped employees in a non-discriminatory fashion.
☐ *Promotion:* handicapped employees must be placed on the same seniority system or career ladder as other employees. 'Customer preference' is not a valid reason for failure to promote a handicapped person unless the quality or nature of the service would be changed.
☐ *Discipline/Discharge:* rules must be posted and enforced non-discriminatorily. 'Reasonable accommodation' must be considered in resolving conflicts concerning overtime, absenteeism, etc.

"While the above outlined regulations of Section 504 are intended to insure compliance of the law, specific regulations adopted by the numerous agencies affected may vary slightly."*

Section 501

Section 501 "requires federal agencies to take action to hire qualified handicapped employees. This requirement includes hiring, placement, and advancement opportunities. Each agency of the government must have an affirmative action plan that spells out these rights and how they will be implemented." (Ormsby, 1980) The annual plan for adherence to Section 501 "must address the following objectives:

☐ fully achieving program goals
☐ committing adequate resources to support program efforts
☐ delegating appropriate authority to direct and accomplish program efforts
☐ including sources of handicapped individuals and disabled veterans in ongoing recruitment efforts
☐ ensuring that handicapped individuals and disabled veterans receive equal opportunities in hiring, placement, and retention
☐ including handicapped employees in merit promotion, upward mobility, and training programs
☐ evaluating program achievement
☐ maintaining an internal data collection system for purposes of program assessment and planning
☐ assuring the accessibility of facilities" (deMarsh-Mathues and Kling, 1980, p. 183)

Section 503

Section 503 "requires non-discrimination and affirmative action in hiring of qualified handicapped employees for anyone having federal contracts of $2500 or more." (Ormsby, n.d.) This includes every department and agency in the executive branch of the Federal Government, the U.S. Postal Service and Service Rate Commission and any recipient of federal funding under any program or grant. "Under Section 503 contractors must make reasonable accommodation to employee limitations by:

☐ reviewing personnel programs to ensure equal opportunities for employment and institute outreach and recruitment efforts if indicated
☐ enlisting the aid of recruiting sources (FSES, VR, etc.) to secure handicapped applicants
☐ providing for the internal dissemination of the contractor's affirmative action policy" (deMarsh-Mathues and Kling, 1980, p. 182)

Definitions: For purposes of the Rehabilitation Act of 1973, government regulations have defined the following terms:

"*Handicapped person:* is one who has a physical or mental impairment which substantially limits one or more of his or her life activities, or has a record of such an impairment, or is regarded as having such an impairment.

"*Qualified handicapped person*: in relation to employment, is one who can, with reasonable accommodation, perform the essential functions of a given job.

"*Reasonable accommodation:* can be defined in many ways, i.e., physical accessibility; acquiring special devices or modifying existing equipment; restructuring jobs; modifying schedules; providing readers or interpreters; eliminating tests that 'screen out' handicapped employees. An example of reasonable accommodation might be exchanging a typist's telephone responsibility for other duties to allow a deaf person to hold that position." (Determination of whether an accommodation is 'reasonable' is based on the size of the business and the cost of the accommodation. It is to the applicant/employee's advantage to be able to suggest specific accommodations, provide cost information, or perhaps refer the employer to organizations which may be able to assist in either assessing needs or defraying costs.)

"*Affirmative action:* requirement of non-discrimination by an employer doing business with the federal government, but also an active effort to recruit, place, and advance qualified handicapped workers. There must be no discrimination in any employment practices." (Ormsby, n.d.) Mainstream, Inc., publishes a series of brochures entitled "There Oughta Be a Law . . . There Is" which discusses these and other areas of potential discrimination.

Dealing with Discrimination

If a disabled applicant or employee decides that s(he) has been discriminated against, there are several options for action. One is to file a formal complaint. The complaint procedures under each section are slightly different. "If you feel you've been discriminated against, either in hiring or continued employment, find out about complaint procedures promptly. If you are being harassed, ask for immediate attention. The person or agency you must contact: you must contact:

> *under Section 504*, complaints must be filed within 180 calendar days of the alleged violation with the Office for Civil Rights, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.
>
> *under Section 501*, complaints must be filed within 30 calendar days of the alleged violation with the Equal Opportunity Counselor within the federal agency that is involved.
>
> *under Section 503*, complaints must be filed within 180 calendar days of the alleged violation with the Office of Federal Contract Compliance Programs, U.S. Department of Labor, Washington, D.C. 20210." (Ormsby, n.d.)

Filing a complaint is a legitimate option and may well turn out to be the only realistic one available, but, generally speaking, employers under the non-discrimination provisions are willing to try to work something out. At this point, applicants are their own best advocates.

Being an Effective Advocate: It is important to note that the disabled person is his/her own best advocate. Employers often feel frustrated and resentful with the added responsibilities (however justified) of the new laws. The more understanding the applicant can show of the employer's problems and their mutual responsibilities, the more receptive the employer is likely to be to hiring, retaining, and promoting disabled people.

Personal techniques can be developed by each individual for dealing with issues. If the questions of 'reasonable accommodation' arise, the applicant may want to suggest alternative arrangements—in work area layout, responsibility distribution, adaptive or adaptions to equipment, etc. If physical plant modifications are needed to provide accessibility, be prepared to discuss the Tax Reform Act of 1976 which allows a tax deduction for removal of architectural barriers. The Act "provides tax incentives so that taxpayers will make facilities and public transportation vehicles more accessible to physically handicapped persons. A deduction of up to $25,000 from each year's taxes can be granted to a taxpayer who removes architectural barriers from his/her facilities or public transit vehicles." (deMarsh-Mathues and Kling, 1980, p. 169) The Act was recently extended through the 1983 tax year.

Unit 4, The Center, contains a list of Florida organizations willing to do barrier surveys taken from *Accessibility Assistance*, a publication of the National Center for a Barrier Free Environment. If none of these are located nearby, contact the closest member of the Florida Council of Handicapped Organizations listed in Unit 5, The Community.

*Reprinted from *Effectively Serving Persons with Handicaps* by permission of R. Leach, F. Lewis, and A. Herring, The Florida Association of Rehabilitation Facilities, Inc., Tallahassee, Florida, 1980, pp. 195-197.

Employer Responsibility

An employer subject to the nondiscrimination laws has some very definite responsibilities to handicapped applicants and workers. There are also limitations on those responsibilities to protect the prospective employer from being forced to accept emmployees or make accommodations that would be harmful to his/her business. Applicants should have a clear understanding of what they can legitimately expect an employer to do in the cause of handicapped rights. Mainstream, Inc., publishes a companion series to "There Oughta Be a Law" entitled "The Federal Contractor's Guide to . . ." which discusses the contractors' obligation in detail.

The types of responsibilities the employer might have include:

Recruitment
A federal contractor (in excess of $2,500) must actively seek qualified applicants who are disabled. In addition to advertising through the media and the state employment service, this often includes notifying the area vocational rehabilitation office and/or the college placement officer or coordinator of disabled student services. However, the key word here is *qualified.* No employer is required to hire any person who is legitimately not qualified for a position on the basis of demonstrable, germane job requirements. The Targeted Jobs Tax Credit of the Revenue Act of 1978 (TJTC) is an incentive program to encourage employers to "hire certain people who normally have trouble finding jobs." The target groups include "handicapped persons referred from vocational rehabilitation progams or the Veterans Administration." (deMarsh-Mathues and Kling, 1980, p. 187) TJTC allows employers to claim a tax credit for a portion of the wages of an eligible employee. The local office of the Florida State Employment Service has information on how to participate in this program.

Professional Mobility
The same stricture applies to the professional mobility of disabled employees. While subject employers are mandated to encourage upward mobility of disabled employees and may not consider the individual's handicap except where it has a demonstrable bearing on essential job functions, the employer cannot be forced to promote unqualified persons—disabled or not—to postions for which they are not equipped. If there is disagreement between applicant/employer on the reason for failure to hire or promote, the disabled individual is certainly at liberty to seek redress.

Personnel
The law requires that all subject organizations provide accessibility to the personnel process. Whether a disabled person is hired or not, that individual must at least be able to access the personnel area and participate in all normal personnel activities—even if that means taking the activity to the applicant.

Reasonable Accommodation
Non-discrimination has been interpreted to include 'reasonable accommodation' to a disabled individual's personal needs and capabilities in the employment environment. These may take the form of altered job responsibilities, flexible schedules, architectural alterations, or adaptive equipment. The applicant should be ready to offer concrete suggestions to any prospective employer on accommodations s(he) would be likely to require. However, an employer does not have to rebuild his/her facility in order to accommodate a disabled worker.

Issues and Controversies

Reverse Discrimination
Some employers may feel that affirmative action requirements to seek out and promote disabled people are themselves discriminatory, that targeting handicaps or any other characteristic for special consideration is as unfair as exclusion on the basis of the same characteristic. Advocates, on the other hand, see the new requirements as a means to redress a basic inbalance in the working population which has resulted from past discriminatory practices. Whichever view individual job seekers hold, they should be aware that:

1. The courts, to date, have refused to acknowledge reverse discrimination as a basis for legal redress and
2. It is the law, not the applicant, that requires the affirmative action procedures, reasonable accommodation, etc.

Government Interference

Although an employer may agree with the principle of non-discrimination, it is possible for the same employer to feel that his/her rights as a citizen and an entrepreneur are being violated by non-discrimination laws. This problem is not by any means unique to disabled people; it has been a major issue since the Civil Rights Act of 1964. Role playing and the advice of work-experienced disabled people can help applicants devise methods for short-circuiting generalized resentment they may encounter and concentrating the discussion on the individual's abilities.

National Organizations Dealing with Legal Rights of Disabled People

American Coalition of Citizens with Disabilities
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 331-2240

Architectural and Transportation Barriers Compliance Board
330 C Street, S.W., Room 1010
Washington, D.C. 20201
(202) 245-1591
(202) 245-1592 (TTY)

Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036
(202) 483-1470

Clearinghouse on the Handicapped
Office of Handicapped Individuals
Department of Health, Education and Welfare
Room 338D, Hubert Humphrey Building
Washington, D.C. 20201
(202) 245-1961

Closer Look
Parents Campaign for Handicapped Children and Youth
Box 1492
1201 16th Street, N.W.
Washington, D.C. 20036

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

Developmental Disabilities Law Project
500 West Baltimore Street
Baltimore, Maryland 21201
(301) 528-6307

Disability Law Resource Center at the Center for Independent Living
2539 Telegraph Avenue
Berkeley, California 94704
(415) 841-3790

Disability Rights Center
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 223-3304

Education Law Center, Inc.
605 Broad Street, Suite 800
Newark, New Jersey 07102

Law Center
1315 Walnut Street, 17th Floor
Philadelphia, Pennsylvania 19107
(215) 735-7200

Mainstream, Inc.
1200 15th Street, N.W.
Washington, D.C. 20005

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Mental Disability Legal Resource Center
American Bar Association
Commission on the Mentally Disabled
1800 M Street, N.W.
Washington, D.C. 20036
(202) 331-2240

Mental Health Law Project
1220 19th Street, # 300
Washington, D.C. 20036
(202) 467-5730

National Center for Law and the Deaf/Legal Defense Fund
7th & Florida Avenues, N.E.
Washington, D.C. 20002
(202) 447-0445
(202) 547-0540

President's Committee on Employment of the Handicapped
Washington, D.C. 20210

Office for Civil Rights
U.S. Dept. of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C.
(202) 245-6700
(202) 472-2916 (TTY)

Office of Federal Contract Compliance Programs
Veterans and Handicapped Branch
Department of Labor
Washington, D.C. 20210
(202) 523-9384

U.S. Department of Justice
Office of Special Litigation
Civil Rights Division
10th & Pennsylvania Avenue, N.W.
Washington, D.C. 20530
(202) 739-5303

Western Law Center for the Handicapped
849 South Broadway, Room 206
Los Angeles, California 90014
(213) 972-0061

Publications and Periodicals

ACCESS
(504 and the Arts)
Free, monthly
1419 27th Street, N.W.
Washington, D.C. 20007

Access America (monthly)
Architectural and Transportation Barriers Compliance Board
330 C Street, S.W.
Washington, D.C. 20201

Action Together Exchange (monthly, $10)
National Association for Retarded Citizens
2709 Avenue E East
Arlington, Texas 76011

Capitol Capsules (monthly, $15)
National Association of State Mental
Retardation Program Directors, Inc.
2001 Jefferson Davis Highway
Arlington, Virginia 22202

Handbook on Employment Rights of the Handicapped:
Sections 503 and 504 of the Rehabilitation Act of 1973
by Hermann & Walker, $3.00
Available from: George Washington University
RRRI-ALLB
1828 L Street, N.W.
Suite 704
Washington, D.C. 20036

Handicapped Americans Reports
(bi-weekly)
Post Office Box 64014
Baltimore, Maryland 21264

In the Mainstream
(bi-monthly)
Mainstream, Inc.
1200 15th Street, N.W.
Washington, D.C. 20005
also: There Oughta Be a Law. . .There is (series of 3)
Federal Contractor's Guide to . . .(series of 3)

ACCESS (bi-monthly)
Disability Law Resource Center of
The Center for Independent Living
2539 Telegraph Avenue
Berkeley, California 94704
(415) 548-4274
(415) 548-4282 (TTY)

Legislative Hotline:
Mainstream On Call
Answers questions on federal regulations, especially Sections 503 & 504 of the 1973 Rehabilitation Act. Provides information on compliance, legal rights, and mainstreaming. Confidential.
Monday-Friday, 9 a.m. - 5 p.m. (Eastern)
(202) 833-1162 (voice/TTY)
Washington, D.C.

Mental Disability Law Reporter
(12 issues/year, $20)
American Bar Association
Commission on the Mentally Disabled
1800 M Street, N.W.
Washington, D.C. 20036

National Center for Law and the Deaf Newsletter (Free)
7th and Florida Avenue, N.E.
Washington, D.C. 20002

Programs for the Handicapped
Office for Handicapped Individuals
338D Hubert Humphrey Building
200 Independence Avenue, S.W.
Washington, D.C. 20201

Protection and Advocacy News
(twice monthly - $13.00/yr)
Developmental Disabilities Law Project
University of Maryland Law School
500 West Baltimore Street
Baltimore, Maryland 21201
(800) 855-1155 (TDD)
(301) 528-6307

"Public Law 94-142" and "The 503 & 504 Legislation":
Analysis of 2 bills and how they relate to the deaf community.
@ 25¢ ea.; more than 10 copies @ 15¢.
Gallaudet Alumni Newsletter
Office of Alumni and Public Relations
Gallaudet College
Kendall Green
Washington, D.C. 20002

Report (bi-monthly)
National Center for a Barrier-Free Environment
Suite 1006
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

Summary of Activities (Free)
Mental Health Law Project
1220 19th Street, N.W., Suite 300
Washington, D.C. 20036

Washington, Report (bimonthly, free)
American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

504 and the Performing Arts (film)
Available on loan from the Fine Arts Council of Florida
Cultural Affairs
Department of State
The Capitol
Tallahassee, Florida 32304
(904) 487-2980

Word from Washington (monthly, free)
United Cerebral Palsy Associations, Inc.
Chester Arthur Building, Suite 141
425 Eye Street, N.W.
Washington, D.C. 20001

Affirmative Action Exercise*

Part I

The Atlas Building Company has recently contracted with the United States Government to demolish an older office building and put up a new one on the same site. The total contract that Atlas obtained is for $500,000.

Atlas has subcontracted with a small local wrecking company, Donovan Brothers, Inc., to provide consultation on the demolition of the older building. The Donovan Brothers will receive $2,400 for their consultation services.

Donovan Brothers, Inc., also has another subcontract with the Smith and Sons Building Corporation to knock down a small supply hut located on a local Air Force Base. The cost of this job is $1,500.

While in the past the Donovan Brothers had operated the company strictly as a family affair, they are presently seeking a secretary/bookkeeper to manage the office, since they are usually busy in the field.

In response to an advertisement in the local paper, two female candidates were selected for interviews based on their resumes. They were Diane O'Leary and Rebecca Lee.

> Diane O'Leary is 5'10", 160 lbs., and twenty-eight years old. She has had five years experience as a secretary/bookkeeper. As a result of polio, she must wear leg braces for support.
>
> Rebecca Lee is a 5'6", 120 lbs., twenty-three year old who just graduated from business school. She works part-time as a professional model.

After the personal interviews, Rebecca was hired.

1. The Donovan Brothers had a right to hire pretty Rebecca and not hire Diane, because Diane is not a qualified disabled person under the law.
   ☐ TRUE ☐ FALSE
2. The Donovan Brothers had a right not to hire Diane because they are not a prime contractor, only a subcontractor.
   ☐ TRUE ☐ FALSE
3. The Donovan Brother's hiring actions are not subject to Affirmative Action reviews as neither of their contracts is for $2,500 so Affirmative Action does not apply.
   ☐ TRUE ☐ FALSE

Even though the Atlas Building Company, mentioned above as a prime contractor, is a fairly large company with a workforce of over 200, they are anticipating some increased hiring and shifting of current personnel as a result of the $500,000 contract they received.

As Atlas began to work on the contract, shifts in personnel led to an opening in the mailroom for a mail clerk. Tasks include sorting incoming mail for distribution, stamping outgoing mail, keeping records of registered mail, wrapping and weighing small packages for mailing, and reproducing materials as needed on copying or reproducing machines. The mailroom is located next to the shipping and receiving area and occasionally the mail clerk is called on to help out in that area in moving materials. Accordingly, the job description calls for an ability to lift up to 75 lbs. The position is a trainee position.

Applications for the position include Tom Bennet and Sam Drucker.

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*Reprinted from *Modular Placement Training Program: Module 4* by permission of the Human Resources Center, Albertson, New York.

Tom Bennet had previously worked for six months as a general office boy for a local insurance company and had some mailroom experience. Tom is also a high school graduate although this is not a requirement for the job. Tom also suffers from Peroneal Muscular Atrophy, which had led to weakness in his legs and arms. As a result, Tom would not be able to do the lifting involved in the job.

Sam Drucker worked as a delivery boy at a local take-out place prior to applying at Atlas. Sam has also completed high school.

After the personal interviews, Sam was hired.

4) Atlas was justified in not hiring Tom for the mail clerk job because he was unable to meet the job requirement of being able to lift 75 lbs.
☐ TRUE ☐ FALSE

5) Since Tom was not a registered client with the local state vocational rehabilitation office, he was not covered by the Affirmative Action laws anyway.
☐ TRUE ☐ FALSE

6) Because Tom was only an applicant for a position and not an employee, he was told he was not entitled to see Atlas's Affirmative Action plan. This was a correct stance for Atlas to take as internal company documents need not be shown to the general public.
☐ TRUE ☐ FALSE

Atlas also has need for additional professional personnel so one of their first acts was to advertise for a CPA. In response to this advertisement, Atlas has narrowed the qualified applicants to two individuals, Kitty Korrigan and Monica Mooney.

Kitty Korrigan is a sophisticated 37 year old woman who was formerly the CPA for a building company in another state.

Monica Mooney is an attractive 35 year old whose legs were amputated just above the knee as a result of a car accident. She is currently in a wheelchair. She had experience as a CPA at General Motors and was in charge of Federal Contracts at Smith and Sons Building Company (the chief rivals of Atlas in the local area).

The people at Atlas were very impressed with Monica's credentials but decided that Kitty Korrigan was better for the job. In addition, Kitty would not cause them to incur any added expenses in having to change the office or for insurance.

7) In hiring Kitty, Atlas is not in violation of Affirmative Action because Monica has not been discriminated against. Kitty is qualified for the job.
☐ TRUE ☐ FALSE

8) Atlas is not obligated by Affirmative Action because they do not have a large government contract.
☐ TRUE ☐ FALSE

9) Atlas is free to hire as they please at this point because Atlas has 120 days to make the transition to being a full Federal Contractor. Since the 120 days are not up yet, Atlas is under no obligation to hire Monica.
☐ TRUE ☐ FALSE

10) Assume that when Monica was told she wouldn't get the job she was also told by Atlas that part of the reason was that they couldn't justify the expense of widening the front door, getting a new desk, making the bathroom accessible, and constructing an entrance ramp to the building. Atlas is allowed to do this.
☐ TRUE ☐ FALSE

11) Assume that Atlas fired Kitty to hire Monica in order to avoid a law suit by Monica, and that Monica discovered she was hired at $2,000 less than Kitty. When confronted with this, Atlas said it was necessary because of the extra expenses incurred when hiring her. Atlas is allowed to do this under the Rehabilitation Act of 1973.
☐ TRUE ☐ FALSE

Affirmative Action Exercise — Discussion

Part I

1. FALSE

A handicapped person is anyone who:

(a) has a physical or mental impairment which substantially limits one or more of his major life activities.
(b) has a record of such impairment.
(c) is regarded as having such an impairment.

Certainly Diane is covered under the law by this definition, having partially recovered from polio and requiring the use of braces.

2. FALSE

Both prime contractors and subcontractors are bound by the Affirmative Action law if the $2,500 figure is met. If the prime contractor issues a subcontract for $2,500 or more, they are required to include the Affirmative Clause in the contract.

3. TRUE

Even though, when added together, the two subcontracts come to more than $2,500, neither contract taken alone is for $2,500. Accordingly, neither Atlas nor Smith and Sons was required to include the Affirmative Action Clause in the subcontract. However, if these are not "one-shot" deals for the Donovan Bros., the situation may change somewhat. If Atlas and Smith and Sons work on a regular basis with the Donovan Bros., Donovan is involved in a *patterned working relationship with Federal Contractors*. If this is the case, they would be bound by Affirmative Action legislation. In this case, the answer would be FALSE.

4. FALSE

In not hiring Tom, Atlas was not practicing Affirmative Action. The reasonable accommodation section of the law would provide here for *job restructuring*. Tom was certainly qualified to perform the activities of the mail clerk job except for the occasional lifting, which was not a major part of the job, and could have been waived. In restructuring job activities, Tom could have picked up some other duty to free-up another worker for moving materials. This accommodation could be accomplished at no cost. If this restructuring is not reasonable, Atlas must be able to show why this is the case.

5. FALSE

A person is covered under the law according to the definitions of handicapped persons mentioned above. There is no requirement that the person be registered. However, if no complaint is filed and it comes to the point where the Department of Labor Office of Federal Contract Compliance (OFCCP) is becoming actively involved, OFCCP must be certain that it is acting within the law. The contractor must be covered by the law; the complainant must be covered by the law. OFCCP first establishes that they are dealing with a Federal Contractor. In the past, it was necessary that the complainant also be certified as handicapped and the VR agency was one of the places that this certification could be obtained. This is no longer the case. A signed statement by the complainant is sufficient and this is an OFCCP concern and not a VR concern. In some instances, as the case proceeds, further investigation is called for and a medical is sought. In this instance, VR can provide a referral, or in some cases, money for the medical.

6. FALSE

"The full Affirmative Action program shall be available for inspection to any employee or applicant for employment upon request. The location and hours during which the program may be obtained shall be posted at each facility." (Federal Register 60-741.5, paragraph d)

Because Atlas has a Federal Contract of $50,000 or more and they have 50 employees or more they are required to have a written Affirmative Action plan.

7. TRUE
This one is less clear cut. Both Monica and Kitty are qualified for the job. If Kitty was hired to avoid added expenses or because Atlas did not want a disabled worker around, they would be in violation of Section 503. Monica's qualifications would appear to be somewhat, but not significantly, greater than Kitty's. To be successful in a complaint, Monica would have to force this issue as Atlas might argue that Kitty was equally or even better qualified for the specific position.

8. FALSE
Obviously, Atlas has a large enough contract at $500,000.

9. FALSE
Within 120 days of the commencement of a contract every government contractor or subcontractor holding a contract of $50,000 or more and having 50 or more employees is required to prepare and maintain a *written* Affirmative Action plan. Thus, the contractor has 120 days to prepare the *written* plan. However, *the contractor is under immediate obligation to practice Affirmative Action.*

10. FALSE
Reasonable accommodation decisions are based on the specific nature of the case. First we see that Atlas is a fairly large company and the size of the Federal contract is substantial. In this case, more things would be deemed "reasonable" than if Atlas and the contract were smaller.

Second, a number of modification activities are listed. Important questions include: What is the total cost involved? Is the modification planned the least costly approach? Many times modification costs are overestimated because a simpler solution to a problem is overlooked.

A simple listing of costs wouldn't answer the question. Naturally, the fact that Atlas is a building company can't be overlooked in this case. In all likelihood, the needed changes would come under the "reasonable accommodations" heading.

11. FALSE
The following is excerpted from the Affirmative Action clause which must be included in all covered contracts:

> ". . . the contractor agrees to take affirmative action to employ, advance in employment and otherwise treat qualified handicapped individuals without discrimination based upon their physical or mental handicap in all employment practices such as the following: employment, upgrading, demotion or transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeships." (Federal Register, Section 741.1, subsection a)

Affirmative Action Exercise

Part II

1) Within 120 days of the commencement of a contract, every government contractor with a contract of $50,000 or more and having 50 employees or more must have a written Affirmative Action plan. ☐ T ☐ F

2) The contractor will not discriminate against any employees or applicant for employment because of a physical or mental handicap in regard to any position. ☐ T ☐ F

3) A contractor *must* make accommodation to the physical and mental limitations of a qualified employee or applicant in the form of (for example) providing access to the job, job restructuring, acquisition or modification of equipment or devices, revision of job description, etc. ☐ T ☐ F

4) Someone in the organization on the executive level must be responsible for implementing the Affirmative Action plan for the contractor. ☐ T ☐ F

5) Contractors are not required to keep an identifiable personnel record of each handicapped employee or applicant concerning promotional considerations or training whether accepted or rejected. ☐ T ☐ F

6) Whenever the contractor establishes job qualifications which require an inquiry into the applicant's or employee's physical condition, he can set any standards he wishes as long as they were not designed to intentionally exclude the handicapped. ☐ T ☐ F

7) Contractors who have an Affirmative Action plan must establish meaningful contacts with appropriate social service agencies for such purposes as: advice, technical assistance, etc. ☐ T ☐ F

8) The affirmative action obligations of contractors does not require that they inform their employees of their obligations to the handicapped, only that they employ them. ☐ T ☐ F

Affirmative Action Exercise - Discussion

Part II

1. TRUE
   Section 741, subsection (a)

2. FALSE
   (. . .any applicant *qualified* for that position.
   " . . .contractors are required to take affirmative action to employ and advance an *employment-qualified* handicapped individual at all levels of employment. . . "
   Section 741.6, subsection (a)

3. FALSE
   "A contractor must make a *reasonable* accommodation to the physical and mental limitations of an employee or applicant . . ."
   Section 741.6, subsection (d)

4. TRUE
   "An executive of the contractor should be designated as director or manager of company affirmative action activities under these regulations."
   Section 741.6, subsection (h)

5. FALSE
   The law requires that there be proper consideration of qualifications of handicapped workers in all personnel activity, such as opportunities for promotion or transfer. The law stated that the procedures used to implement this requirement of proper consideration must be designed to facilitate a review of that implementation. Thus, the contractor is required to keep an identifiable personnel record of each handicapped employee. Under the new regulations, no specific procedure is *required*, although a procedure is *suggested* in Appendix C. Appendix C, in part, states:

   > "The application or personnel form of each known handicapped applicant should be annotated to identify each vacancy for which the applicant was considered for review by the agency, the Department of Labor, and the contractor's personnel officials for use in investigations and internal compliance activities."

   These records would be examined in any investigation of a business, but the law does not get involved in internal affairs to the extent of dictating the form the records must take.

6. FALSE
   The standards or qualifications for the job must be *job-related*.
   Section 741.6, subsection (c), paragraph 2

7. FALSE
   Such contact is suggested only as part of outreach and positive recruitment.

   > "The contractor *should* establish meaningful contacts with appropriate social service agencies, organizations of and for handicapped individuals, vocational rehabilitation agencies, facilities for such purposes as advice, technical assistance and referral of potential employees."

   Section 741.6, subsection (f), paragraph 6

8. FALSE
   In that area of internal dissemination, the regulations state,

   > "In order to assure greater employee cooperation and participation in the contractor's efforts, the contractor *should* (emphasis added) adopt, implement and disseminate this policy internally as follows . . . ."

   (Listed are various activities including. . .)

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"Schedule special meetings with all employees to discuss policy and explain individual employee responsibilities."
Federal Register, Section 741.6, subsection (g)

Strategy for Change 2

Provide up-to-date information about adaptive equipment and possible job accommodations. This could include information about availability of financial resources for modifying job sites and purchasing adaptive equipment. This information can be presented in a workshop, possibly combined with a training session on legal rights or job search skills, and should be available at all times to students (and staff).

Purposes

- To encourage development of a positive self-concept
- To provide opportunities for group support
- To offer training in self-advocacy
- To provide specialized information

Resources

† "Accommodations/Adaptive Equipment: The Need for Information" *A Counselor's Guide*

† Resource Collection: "Accommodations/Adaptive Equipment"

- Unit V, The Community

Accommodations/Adaptive Equipment: The Need for Information *A Counselor's Guide*

A recent report "Attitudinal Barriers" published by Mainstream, Inc., indicated that only 52% of surveyed handicapped individuals required any special accommodations in order to perform their jobs. Nevertheless, it is important that students, as well as counselors and job placement officers, have access to up-to-date information about adaptive equipment and other kinds of accommodations.

Lack of knowledge may cause students to unnecessarily self-select out of a number of occupations which they could successfully perform with minimum accommodations. Moreover, students who are knowledgable about the kinds of adaptations which would enable them to perform a particular job will be at an advantage during a job interview.

Employers may fear that accommodations are necessarily costly, but this is not the case. "Kalisankar Mallik of the George Washington University Job Development Laboratory in Washington, D.C., illustrated this point at a workshop last year when he asked participants to design a modification for a Xerox machine operator. The employee in question can operate the machine, but cannot stand for long periods of time. Personnel people in the room rivaled each other in their creative approaches to the problem. (Rube Goldberg would have been proud.) Mallik's solution was simple: 'Give the man a chair.'

"Certainly there are disabled people for whom more extensive modification of job site or equipment is necessary. But the employer is rarely left to carry the financial or the physiological burden alone. State rehabilitation agencies, insurance companies, and service organizations can often provide both the equipment and the funding to accommodate the handicapped employee.

"An accessible work environment is part of the *reasonable accommodation* the law requires. When this first became public, many employers had visions of tearing down buildings to accommodate disabled people. Mainstream quickly exposed the reports of the high cost of accessibility as more fear than fact.

"After surveying more than 15 commercial facilities, Mainstream can report that the cost of creating accessible workplaces is approximately 5¢ per square foot. This cost can be compared to the 17¢ per square foot which corporations spend to clean their vinyl floors. And very few executives claim they cannot afford a clean floor!"(Milk, 1979, p. 32)

Placement officers can improve their effectiveness by learning about various ways an employer can accommodate potential employees.

Every professional working with students who have disabilities must make a commitment to focus on problem solving and on generating innovative solutions; on coping rather than succumbing to limitations imposed by our society. Information about the kinds of adaptive equipment available and about possible job accommodations can be valuable tools.

Rehabilitation Engineering

Rehabilitation engineering involves three processes or steps. The potential users at each step may either be identified individuals or groups, such as people with visual disabilities.

Job Analysis

An important process in rehabilitation engineering is "job analysis." Job analysis consists of identifying the physical capacities which are required in order for an individual to function successfully on the job. Various systems for identifying and categorizing physical requirements have been developed. There is, at this point, no universal language in the field. A job analysis may be conducted for a specific job or for an occupation. If it is conducted for an occupation it will involve some generalizations, of course, but may fairly accurately represent a range of possible physical requirements.

Individual Assessment

The second process is individual assessment. Once again several different methods of analysis have been developed. Physicians' reports often provide the basis of physical assessment for clients of vocational rehabilitation. Unfortunately, at this time, the language used by medical professionals does not always correspond to the language used by rehabilitation engineers.

Designing, Building, Testing, and Marketing

The third phase of rehabilitation engineering includes designing, building, testing, and marketing adaptive equipment. Practitioners range from engineers who operate their own business and who serve as consultants to agencies or individuals, to publicly funded institutes which test adaptive devices and disseminate information. Once again, the users may be individuals who need special adaptations for particular job sites or groups of people who are potential users. An example of the former would be a special prosthesis designed for an individual who lost several fingers in a job related accident and whose position required a certain kind of manual dexterity. An example of the latter would be the talking calculator which is useful to many individuals in many settings. It is probably safe to say that most people who are new to the field of rehabilitation engineering will be astounded at the range of adaptive equipment available. Advances in computer technology have quickly multiplied options for people with physical disabilities both in education and in employment.

Functional Barriers

The following material* describes three functional barriers and detailed strategies for overcoming these barriers in a work setting.

1. Difficulty in Using Objects in the Work Environment
2. Difficulty in Using Standard Communications Equipment
3. Impaired Ability to Speak or Hear

Difficulty in Using Objects in the Work Environment

Any number of objects (and pieces of equipment) can interfere with job performance. Many items may prove difficult to reach, difficult to manipulate, difficult to operate, or easy to damage. All workers face these problems at one time or another, and a branch of engineering—human factors engineering (Chapanis, 1968)—attempts to solve these and related problems. Handicapped workers often face problems greater than those faced by their nonhandicapped co-workers. Frequently, they face major barriers in using objects in the work environment, while the nonhandicapped face none at all.

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*Reprinted from *Vocational Opportunities: Vocational Training and Placement of the Severely Handicapped*, by permission of Paul Cook, Peter Dahl, and Margaret Gale, Olympus Publishing Company, Salt Lake City, Utah, 1978.

The strategies discussed below can be used in many situations beyond those used to illustrate them. In applying these strategies, one should begin with a simple analysis, asking first what duties the worker must perform and what activities must be carried out to fulfill these duties. Next, those activities that prove particularly difficult should be identified. Some activities are crucial in executing job duties, while others are not. The former includes activities that are inherent in the nature of the job—accountants must do arithmetic, mechanics must clean and gap spark plugs, and so on. The latter includes activities that, while not inherent in the task, may be required in a particular job setting; for example, lifting heavy manuals is not the essence of computer programming, but it is often required. The first two strategies discussed below are appropriate to the latter class of activities, while the third and fourth strategies apply to the former class.

ALTERATIONS IN THE WORK STATION:
The setting in which a handicapped worker must perform is sometimes not conducive to accomplishing the job, even though the worker is capable of accomplishing it. Items may be placed out of reach or may be difficult to handle or manipulate. In the former case, an evaluation of the person's reach will enable objects to be placed where they are easily accessible. This is not simply a matter of adjusting the height of desks, benches, and shelves. The depth of shelves and benches, the distance from the edge of a bench to toolsacks, and the provision of adequate space for knees for a person in a wheelchair to pull up fully to the bench or table are among other factors that must be considered.

Humanscale 1/2/3 (Different, Tilley, & Bardagly, 1974) provides detailed measurements showing the range of reach for persons in wheelchairs. Measurements are shown for persons of different heights relative to shelves and work surfaces; knee and foot clearances are also taken into consideration, as are passage widths, space needed in which to turn, toilet facilities, ramp design, floor coverings, and positioning of common items such as telephones. Similar data are provided for those who use canes or crutches, and environmental design tips are included for environments to be used by the blind or the deaf.

A related approach is to eliminate the need to reach an object in the usual way. Knorr and Hammond (1975), in their discussion of computer programmer training, describe how portions of manuals were photo enlarged and posted on classroom walls. Other reference works were propped up on lazy Susans so that pages could be turned with a mouthstick. Lazy Susans can be designed either for manual operation or for rotating in response to a switch. Even if objects can be reached, they may prove too bulky or cumbersome to manipulate, or they may put excessive demands on fine-motor coordination. Such problems may be manifested in many ways, and solutions must be developed as each problem arises. Many solutions are little more than common sense:

1. Bulky, loose-leaf programming manuals, auto parts books, repair manuals, and the like can be broken up into several lighter volumes.
2. Rubber tubing, styrofoam, or rubber bands can be put around pencils, pens, screwdrivers, and the like, to "enlarge" them. For those for whom these solutions are inadequate, holders are available to aid in gaining a firm grip; some attach directly to the hand if a satisfactory grip cannot otherwise be achieved.
3. Items such as staplers and writing paper that tend to "run away" when bumped by the uncoordinated can be fastened down using clamps, clipboards, etc. A ridge can be constructed around the edge of a workbench, table, or desk to restrain objects that cannot be fastened down either because it is physically difficult to do so, or because they must be picked up and used. Such a ridge would also be useful to any worker who has physical disabilities that make it difficult to retrieve items that have fallen from his or her desk or workbench.

EQUIPMENT MODIFICATIONS:

Equipment may make demands on the worker that s(he) cannot meet, but that are not inherently crucial to satisfactory performance. For example, many sewing machines are operated by treadles, but the critical factors in successful sewing should be positioning the cloth and moving it through the machine, not movement of the foot. Treadles are used to control the needle speed only because they are convenient for most people. Motor speed can be controlled by switches operated by the knee, head, or mouth, and most equipment can be modified to permit this. (Of course, the reverse strategy will be needed for operation of machines with manual control by those persons with better foot than hand cooperation.) Similarly, levers, handles, knobs, and buttons can be altered or repositioned to allow operation by those who could not formerly use them. Common alterations that may be needed include the following:

1. enlarged handles that can be more easily grasped;
2. protruding buttons to replace recessed ones for those persons with poor fine-motor coordination;
3. levers to replace knobs, thereby providing a better purchase for the weak;
4. push-pull or joystick controls to replace those that must be rotated, thus placing fewer demands on fine-motor coordination;
5. controls that are repositioned to place them within reach of an unparalyzed extremity; and
6. rings or extensions that are added to wheels or levers so that they can be moved more readily by an amputee with a hook.

In some cases, "equipment modification" may not mean the actual alteration of an existing piece of equipment, but the judicious selection of standard equipment or the addition of an auxiliary piece of equipment to an existing device. A careful review of equipment catalogs may reveal items that are lightweight, are shaped to allow an easy grasp, are automatic or semiautomatic, can be used with somewhat imprecise movements, have large or high-contrast markings, or for some other reason are well-suited for a particular person. Examples include electric staplers for the weak or poorly coordinated; electronic calculators with large displays for the visually impaired; automatic center punches that allow markings to be made on wood, metal, or other materials requiring use of only one hand; and office equipment in colors that take advantage of residual visual capabilities. The use of auxiliary equipment may be illustrated in the case of telephone aids that allow normal telephone use by those whose movement capabilities are restricted. Semiautomatic dialers that dial numbers from preprogrammed cards are available for those lacking the dexterity needed to use the usual dial or pushbuttons. Similarly, headsets and mounts that hold handsets, which eliminate the need to pick up the receiver when making or receiving a call, are available. Modifications designed specifically to overcome sensory limitations are discussed in the section on barriers to communication. Devices that allow typewriter operation by persons with a variety of physical impairments are also discussed in the communications section. As pointed out there, the alliance of the keyboard and the computer opens a wide range of possibilities to the mentally able, physically impaired worker.

An example of the wedding of well-chosen standard equipment to an auxiliary apparatus is given by Hillam (1975). Hillam, a quadriplegic who pursues photography as a hobby, selected a fully-automatic 35mm single lens reflex camera equipped with a cable release and mounted it on his wheelchair so that the latter functions effectively as a tripod. This system eliminates the need for making most of the camera adjustments typically required for high quality photography.

SPECIAL TOOLS, PROSTHESES, AND OTHER AIDS:

Sometimes job activities cannot be eliminated. In other cases, it may be undesirable to alter a work environment even if it is technically possible to do so. For example, many craftsmen move their benches to complete various tasks. While it is easy to lower a bench for a person in a wheelchair, to do so poses an inconvenience for non-handicapped co-workers. To lower one or two benches would restrict the handicapped worker to one or two tasks performed at the lowered benches. In this case, adjustable wheelchairs could be provided that would raise the worker to the level of the benches (example given by A. G. Garris in *Rehab Roundup*, California Department of Vocational Rehabilitation, January 1974).

Similarly, if the handicapped worker must use tools designed for the non-handicapped, special aids may be needed. Often, standard prostheses will be satisfactory. In other cases, more sophisticated appliances may be needed, for example, the "powered hook" (Hildred, 1973) that allows the operation of many standard tools (such as electric drills with "trigger" motor controls) by upper-limb amputees.

Other powered prostheses have been developed. While it is beyond the scope of this section to review this area in detail, the "Boston Arm," an EMG-controlled prosthesis (Mann, 1970, 1974) is particularly interesting. This device allows synergistic movements of the arms as well as more accurate limb positioning without visual guidance than is possible with traditional prostheses. Such a prosthesis should help to open jobs requiring two-hand coordination and delicacy in the placement of objects, particularly in jobs requiring the worker, for example, to reach for and operate controls while attending to gauges, meters, or other signals.

For those with partially paralyzed upper limbs, recent advances in upper-limb orthoses (Hildred, 1973; Staros & Peizer, 1975) promise to provide lighter devices. These devices would more nearly match normal hand and finger motions, allowing the use of an increasing number of tools and equipment, particularly those items that require fine motor skills in the operations of controls.

Besides prostheses and orthoses, a wide variety of devices can be developed or employed to help the handicapped person succeed on the job. The number of situations that may arise, and the variety of solutions that may be developed, are so nearly limitless that it is not possible even to attempt to deal with them exhaustively. Following are a few examples:

1. bookstands with automatic page turners for the physically handicapped who need to make frequent reference to printed materials;
2. headwands, mouthsticks, pointers, and other probes for pushing buttons and similar controls by those who cannot reach them unaided;
3. devices similar to croupier sticks for drawing items toward the person who cannot reach them unaided;
4. devices used for lifting objects from high or low shelves such as the "E-Z Reacher," which allows objects to be grasped with opposed suction cups mounted on metal fingers at one end of a tube (the user adjusts the distance between the metal fingers by squeezing a trigger, thereby grasping or releasing objects); and
5. a dental aspirator and pump to draw off the liquid of a person with uncontrollable salivation, thereby preventing the saliva from falling on items in the work areas (example given by A. G. Garris in *Rehab Roundup*, California Department of Vocational Rehabilitation, May, 1975).

JOB REDESIGN:
The way in which job duties are performed or the activities assigned to particular workers in performing them are often determined as much by tradition as they are by what really needs to be done. There are at least three ways to overcome this problem: (1) reassign duties so that the strengths of each worker are capitalized upon and the importance of the worker's limitations are minimized—this can apply to the strengths and limitations of all workers, not just the handicapped; (2) alter the specific activities required so that the same duties are performed, but in a different way; and (3) entirely eliminate activities

that are not really necessary for accomplishing a job. An example of each is given below. As with some of the strategies discussed earlier, the variety of situations and solutions is almost limitless; therefore, no attempt is made to be comprehensive.

Reassignment of Duties: A machine operator who faces difficulties in fetching raw materials or in removing finished products to a central repository (because of blindness or an orthopedic impairment, for example) might be freed from these duties which, in turn, could be assigned to someone else. This other person could serve several machine operators, thereby increasing the number of products produced by freeing the skilled (and probably higher paid) employees from the need to leave their work stations.

Alteration of Work Activities: Kidd (1971) provides an example of retarded workers who packed 100 items into cartons. As designed for nonretarded workers, this duty required counting up to 100, which the retarded workers could not do. The activity was altered; instead of counting 100 objects, retarded workers simply placed an item in the carton with one hand while removing a token from another container with the other hand. The second container began with 100 tokens; when it became empty (which, of course, was when 100 items were placed in the carton), the entire procedure was repeated with the next carton.

Elimination of Unnecessary Activities: Housman and Gentile (1972) provide an example showing how unnecessary activities can be eliminated. In this case, homebound clerks received calls reporting teacher illness and arranged for substitutes. Because the clerks were allowed to work at home, the activities associated with securing transportation to a central office were eliminated.

Difficulty in Using Standard Communications Equipment

Many disabilities make it difficult for people to use standard communications devices such as telephones and typewriters. These devices, widely exploited to provide job opportunities for the homebound when used in traditional ways, are opening many new possibilities to the homebound and non-homebound alike as components in computer systems. Thus, equipment adaptations will open a larger number of rewarding jobs to capable, physically handicapped persons.

Typewriter Modifications: Mouthsticks, headwands, mechanical page turners, special braces, and similar appliances have long been used as aids in typing and other clerical tasks. Most of these aids are also suitable when using computer keyboards. In a demonstration study conducted by IBM and the Woodrow Wilson Rehabilitation Center (Knorr & Hammond, 1975) only relatively minor equipment modifications were required to facilitate programmer training for severely physically disabled people. Modifications included a wire frame to hold paper upright when it emerged from the carriage, enlarged copies of portions of the programming manual posted on walls for quick reference, and an electrically activated platen reverse. For those unable to operate equipment modified in these ways, other adaptations are possible; for example, a one-finger input system for programming has been developed (President's Committee on Employment of the Handicapped, 1975), as has a device that allows single switch operation of certain electric typewriters (Library of Congress; Bush Electric Company). For those with poorly coordinated movements, special keyboards are available that make relatively modest demands in this area (Library of Congress, 1972). Such keyboards can be positioned to allow operation by hand, arm, foot, or head.

Operation of typewriters presents few problems for the blind or visually impaired, but proofreading or editing can be difficult. Braille verifiers, discussed under Functional Barrier 2, are valuable aids for the blind. For the visually impaired, closed circuit television attachments can be used to present enlarged images when standard magnifiers are not adequate.

Special Needs Telephone Equipment: Commercial telephone systems offer a wide range of off-the-shelf equipment for the deaf, the hard of hearing, the blind, those with speech impairments, and the physically handicapped (Smith, 1975). In addition, custom equipment can be developed for those whose needs are not met by what is presently available. Presently available equipment includes headset amplifiers, bone conduction receivers; extra loud or restricted frequency bells for the hard of hearing; a "code-com" attachment that converts sound into light flashes and vibrations, allowing coded signals to be transmitted; devices for the deaf that blink or cause lights to blink; and special dialers and headsets that place minimal physical demands on amputees or those with restricted use of their arms and hands.

More sophisticated telecommunications systems are available that allow telephone-mediated teletype communication. Such systems allow the deaf person to receive messages over the telephone at a rate as fast as the person sending the message can type. The obvious drawback is that both sender and receiver must possess considerable equipment; the countervailing advantage is the messages are preserved on paper. Another convenient system for telephone communication with the deaf is the Manual Communication Module (MCM), a light, battery-powered portable. The console has a receptacle that is compatible with all U.S. handsets, a 32-character readout for receiving incoming messages, and a keyboard for typing the message to be transmitted.

Impaired Ability to Speak or Hear

Many jobs presuppose that workers will be able to talk to one another or to customers and clients. Those who cannot speak, who have speech that is especially difficult to understand, or who have hearing impairments may need special aids or training if they are to perform such jobs satisfactorily.

Many strategies for overcoming communications barriers involve electromechanical aids of one sort or another. Some specific devices are, therefore, discussed by way of illustration in this section. It should be understood that these discussions do not constitute a complete listing of available devices, nor do they constitute guarantees as to the suitability and availability of particular devices.

Devices That Use Visual Displays in Lieu of Speech: Lapboards (or matrix communicators) containing words, letters, or other symbols at which the user may point, have long been used by those with disabilities which exclude writing as well as speaking (Cohen, 1976). Typically, boards require relatively dexterous use of the hands or a headstick, and communication using them is usually slow.

Speed and ease of communication using lapboards can be significantly enhanced by devices that make fewer physical demands on the user. Joysticks or pressure-sensitive pads that can move a light beneath the translucent face of a lapboard is an example. This system has the added advantage of allowing the lapboard to be placed somewhere other than on the lap of the user. Thus, the board might be placed where it could be viewed conveniently by all parties to the communication. Strip printers can be incorporated into matrix communicators allowing the handicapped worker to spell out an entire message that can then be read by a non-handicapped colleague who can attend to other duties while the message is being spelled out (Tufts-New England Medical Center). Similarly, in job situations where relatively few commands or replies must be given frequently, strip printers that produce an entire message in response to a single movement of a joystick (TRACE Center) or that flash a light adjacent to a sentence or phrase show promise (Veterans Administration). Such devices all suffer either from being slow and tedious to use or from being relatively inflexible in the variety of messages that can be transmitted; they are most useful on jobs where frequent, rapid, or intricate communications are not required.

Speech Augmentation or Generation Devices: The electronic larynx amplifies softly spoken speech, rendering a normal-sounding voice. It has been used successfully by post laryngectomy patients and others with similar functional difficulties in speaking loudly enough to be heard. This device allows its user to operate normally in almost any situation where speech is needed.

Basic Communication Skills for Co-Workers: Most co-workers will have had little experience with people who have serious trouble hearing. They will not know what to do to make communication easier. Simple tips to facilitate lipreading (NTID) can be taught quickly, as can a few basic signs. Co-workers can readily be taught to speak slowly and clearly, to face the deaf person directly, and to avoid pacing, standing in shadows, or standing before a bright background when speaking to the deaf; they can be encouraged to expand their signing and finger-spelling skills.

Speech Therapy for Clients: There are many techniques of speech and language therapy that can help people with hard-to-understand speech speak more clearly. To be most effective, a counselor or speech therapist may wish to assist during the transfer of skills from the training environment to the work place (Bentzen, 1973). As part of the transfer, the counselor may wish to help other employees learn to understand the client's speech; the ability of others to understand the client may improve more rapidly if the therapist serves as a "translator" or provides other help. Such assistance may smooth the way for persons with any of the large number of handicapped conditions that can make speech difficult to understand.

Job Modification Exercise*

On the following pages is a job modification exercise. Given the following job analysis, what modifications could you make for the applicants in exercises A & B?

SAMPLE - JOB ANALYSIS

JOB TITLE: Secretary

PURPOSE OF JOB: Performs intermediate level secretarial duties under general supervision

MAJOR TASKS: Types correspondence, articles, reports, manuals, etc.
Composes routine acknowledgements and reports
Maintains supervisor's calendar
Makes travel arrangements
Prepares monthly budget reports with assistance from bookkeeper
Maintains files
Orders supplies
Acts as receptionist
Answers phone, takes messages
Operates various machines (Xerox, postage, etc.)

JOB SETTING:
Location: Second floor office with elevator, buttons in elevator are 55" from floor, elevator is 56" wide x 84" deep, controls are 50" from floor. One handicapped parking space (15' wide, clearly marked), ramp, only slight slope, (54" wide) with hand rail (36") leading to side door. Large entry platform (10' x 10' approx.) with out-swinging door (33" wide). Corridors within building are 55" wide, offices have raised numbers on entry door.

Physical Conditions: Office is well lit, (florescent lights) with adequate ventilation. All doors within office are 33" wide and corridors are 50" wide. Secretarial office has minimum of furniture—easy passage between desk, shelves, etc. Required movement is minimal—3 steps to 4-drawer file cabinet and 5 steps to bookshelf. Could roll on chair to either. Short distance down hall to office of supervisor and 2 other staff persons. Desk is standard secretarial desk with typewriter on small table at right angle to desk. Opening in desk: 27" high under desk; 24" high under typewriter.

Stairs: steps are 12" wide, 7" high, handrails, low pile carpet, no projected nosings.

Restrooms: door 29" wide, stall doors are 25" wide, no grab bars.

Social Conditions: Limited amount of supervision, frequent interaction with other staff. Must greet general public who visit office and answer phone.

WORKER QUALIFICATIONS: Graduation from a standard high school and one year secretarial experience
Ability to type at average speed or better
Ability to follow fairly complex instructions
Ability to establish good working relationship with other staff
Ability to follow through on tasks with minimal supervision
Good working knowledge of English, grammar, and punctuation
Some basic math ability
Ability to use Xerox machine, calculator
Intelligible speech

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*Reprinted from *Effectively Serving Persons With Handicaps*, by permission of R. Leach, F. Lewis, and A. L. Herring, The Florida Association of Rehabilitation Facilities, Inc., Tallahassee, Florida, 1980.

EXERCISE A

Beth, a young woman with limited vision, is interested in the secretarial position previously described. Her strengths and limitations are listed below. What modifications could you suggest to enable Beth to perform this job efficiently?

STRENGTHS

Typing speed - 70 WPM
Ability to transcribe from a dictaphone
Graduated from high school with one year of secretarial training
One year secretarial experience in a large company as transcriptionist/typist
Basic academic skills are good
Uses cane for independent mobility

LIMITATIONS

Legally blind, 20/200 in right eye and light perception in left eye. Condition: unstable
Only limitations relative to this job at this time concern those functions which require ability to read regular print.

SUGGESTED MODIFICATIONS

SUGGESTED MODIFICATIONS

- Use appropriate low-vision aids such as magnifier
- Use black felt-tip pens exclusively for communication to and from Beth
- Don't rearrange furniture or leave doors half opened or boxes, etc., in passageways
- Add large print telephone dial
- Use either large print or talking calculator

NOTE: If degree of vision decreases, the following may be recommended:

- Audible tone which allows Beth to know which phone line is ringing
- Purchase braille labeller to adapt filing system, etc., to braille
- Purchase "optacon"* which transcribes regular print into raised letters
- May need "reader" on occasion

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*These machines are expensive; sponsoring agency may be able to purchase for her.

EXERCISE B

Gail was in an automobile accident and became paralyzed from the waist down. She uses a wheelchair. She is interested in the secretarial position previously described. Her strengths and limitations are listed below. What modifications could you suggest to allow Gail to perform this job efficiently?

STRENGTHS

Graduated from high school and completed 1½ years of college
Worked part-time during school year and full time during summers as a secretary while in college
Types 60 WPM
Experience with various office machines
Former employers report that she is a very hard worker who gets along well with others and that she enjoys additional responsibilities
Drives own car with hand controls

LIMITATIONS

Unable to use lower extremities
Cannot reach things above 45" (approx.)

SUGGESTED MODIFICATIONS

SUGGESTED MODIFICATIONS

- Raise desk to allow space for wheelchair
- Exchange 4-drawer file for 3-drawer file or put non-essential items in top drawer
- Widen doors to restrooms and stall area. Otherwise no further modifications should be necessary as building is already accessible
- Place vinyl runners in office where there is shag carpet.

REHABILITATION ENGINEERING. . . INFORMATION SOURCES FOR STUDENTS:

For specific information on engineering aids for handicapped persons you may contact your local Vocational Rehabilitation representative and/or any of the following national clearinghouses and research centers. While this list is by no means comprehensive, it includes those resources most likely to be useable and understandable by laypersons.

Rehabilitation Services Administration (RSA)
Department of Health, Education and Welfare
330 C Street, S.W.
Washington, D.C. 20201

RSA is a clearinghouse for general information on aids for handicapped persons.

Programs for the Handicapped
Department of Health, Education and Welfare
Office of the Assistant Secretary for Human Development Services
Office for Handicapped Individuals
Washington, D.C. 20201

'Programs for the Handicapped' is a publication to which we recommend you subscribe. It contains the most current information on research, publications, products, and techniques for disabled persons.

Office of Technology Transfer (OTT)
Veteran's Administration
252 Seventh Avenue
New York, New York 10001

OTT is a source of information on new adaptive devices and techniques developed in the VA's rehabilitation engineering programs. OTT provides copies of reference materials or individualized letters in response to specific requests for information.

Green Pages Rehabilitation Source Book
Post Office Box 1586
Winter Park, Florida 32790

This annual publication lists aids, devices, and equipment for the handicapped person along with sources of supply.

Florida Vital Information for Education and Work
Center for Career Development Services
Florida Department of Education
Division of Vocational Education
Tallahassee, Florida 32301

Florida VIEW is developing a manual on adaptive devices along with a system by which physical capacities are analyzed with 99 functions relating to each job as listed on microfiche.

The Job-Related Physical Capacities Research Project (JRPC)
School of Education
Florida International University
Miami, Florida 33199

The JRPC Project, reference to which has been made, will share information on the system devised along with the results of the study.

Rehabilitation Research and Training Center (RT-9)
The George Washington University Job Development Laboratory
Suite 714 - 2300 Eye Street, N.W.
Washington, D.C. 20037

Extensive research has resulted in innovative job modifications for the physically handicapped person. A multi-disciplinary approach was used in identifying rehabilitation research problems and their solution.

Rehabilitation Engineering Center (REC)
Texas Institute for Rehabilitation and Research
1333 Moursund Avenue
Houston, Texas 77030

Using a medical model, REC has developed a variety of engineering aids for severely disabled persons.

Stout Vocational Rehabilitation Institute (SVRI)
School of Education
University of Wisconsin
Stout Campus
Menomonie, Wisconsin 54751

Developed through the Materials Development Center within the SVRI is a Work Sample Manual Clearinghouse Catalogue which includes adaptive equipment associated with professional, technical, and managerial occupations along with approximate costs.

U.S. Department of Education
Office of Special Education and Rehabilitation Services
Office for Handicapped Individuals
Washington, D.C. 20202

Publication No. E-80-22015
A Resource Guide: Rehabilitation Engineering and Product Information. Includes Information Resources Funding Guide and Publication Available from Federal Sources.

A sample entry* follows:

NATIONAL REHABILITATION INFORMATION CENTER (NARIC)
The Catholic University of America
4407 Eighth Street, N.E.
Washington, D.C. 20064
(202) 635-5882 (Voice)
(202) 635-5884 (TTY)

The Organization
The National Rehabilitation Information Center (NARIC) is a rehabilitation research library, funded by the National Institute of Handicapped Research (NIHR), Department of Education, to improve the delivery of information to the rehabilitation community. NARIC's holdings include documents and audiovisual materials relevant to the rehabilitation of all disability groups, as well as materials on professional and administrative practices and concerns.

What It Provides
NARIC's computerized data base contains bibliographic data and abstracts on reports and audiovisuals in the Center's collection. Research on aids and devices for the handicapped may be searched under the user term "devices." Research information in this area primarily covers those projects funded by NIHR, but other Federal and privately funded research projects are included.

NARIC's information specialists provide customized searches of its own data base and assist inquirers in locating other sources of information. The only services which are charged for are searches of other data bases. NARIC encourages lay and professional persons to make use of its on-site holdings.

*Reprinted by permission of the Office of Handicapped Individuals, Washington, D.C.

The *NARIC Thesaurus*, an index to NARIC's rehabilitation materials, may be purchased ($5.00 per copy). The *Pathfinder*, a bimonthly newsletter, may be subscribed to in regular print or braille editions ($3.00/print, $5.00/braille per year). NARIC also publishes the *Proceedings of the Rehabilitation Network Conference* ($2.50 per copy). Prepared bibliographies listing publications and audiovisuals on topics of current interest are available at no charge, as is a list of journals and newsletters housed in the library.

How to Use It
Requests for searches are taken in person, by phone, or by mail. Average search time is 10 days to 2 weeks.

Strategy for Change 3

Design activities for training in job search skills which address the special needs of disabled job-searchers.

Purposes

- To offer training in self-advocacy
- To encourage development of a positive self-concept
- To provide opportunities for group support

Resources

† Building Job Interview Skills: *A Counselor's Guide*

† "How to Discuss Your Handicap Effectively During a Job Interview" (Handout or Script for Audiotape)

† "Interviewing Tips for Students with Disabilities" (Handout or Script for Audiotape)

† "Resume Writing Tips for Students with Disabilities" (Handout or Script for Audiotape)

† Resource Collection: "Legal Rights" (See Strategy for Change 1)

† Resource Collection: "Accommodations/Adaptive Equipment" (See Strategy for Change 2)
- Unit 5: The Community
- Unit 4: The Employer
- Disabled Graduates
- Mutual Assistance Buddy System as described in Azrin, Nathan H. and Beasealel, Victoria: *Job Club Counselor's Manual*; Baltimore: University Park Press, n.d. (Job Clubs have been found to be over 90% effective in obtaining jobs for varied subpopulations including the handicapped. The book offers specific procedures to be followed by the counselor and the job seeker. It includes many printed forms, outlines, sample scripts and schedules to simplify performance of the standardized activities.)

Building Job Interview Skills*: *A Counselor's Guide*

Job placement personnel may use a number of activities to help students develop interview skills. Among them are the following:

- Formal instruction, when appropriate, using staff from other departments such as business or speech

- Viewing and listening to audio and video recordings (or the people themselves) of:
  1. employers who describe what they look for in job applicants
  2. disabled people who present analytical or informal accounts of successful and unsuccessful job interviews

Most valuable, however, is for disabled students to experience actual or simulated job interviews and then to be debriefed in order to learn as much as possible from the experiences. The following sections describe such experiences.

A wide range of job interview simulation exercises are useful in workshop settings with disabled students:

- Students (and sometimes the group leader) take turns role playing the parts of employer and job applicants. In some instances, these interviews are videotaped (audiotaped for blind students) and played back so students can analyze their performance.

*Reprinted from *Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide*, by permission of D. Katz, B. Flugman, L. Goldman, City University of New York/Institute for Research and Development in Occupational Education, New York, New York, 1979.

Peers are asked to provide feedback that will reinforce positive behaviors and support the development of new behaviors.

- An employer from business or industry participates in the simulation exercise or in the post-interview feedback session. (The simulated interview may be done in the workshop itself or at the employer's place of business.) For example, in addition to the student-as-employer exercise, one college has developed a "see yourself" simulation wherein a company representative conducts interviews with students. These interviews are recorded on video/audio tapes. Employers are present when the interviews are played back to the class. At that time, the group and then the employer discuss what went right and what went wrong in each of the interviews. As an option they may then select the best "candidate" for the job.

An opinion from the field on the value of employer participation:

Employer participation as described here is an excellent idea. These realistic contexts do more than provide the settings in which interviews take place; they stop the clock in a safe environment and permit students to identify nonproductive and counterproductive behavior for remediation, and productive behavior for emulation. Employers also profit from the learning experience of the students, by addressing their own interview behavior in the context of student learning.

Michael K. Stimola, Professor, Counseling Division, Hostos Community College

- The "stress interview" is a strategy which many job placement people feel disabled students, in particular, can benefit from. The basis for such training is that not all interviewers will empathize with disabled people. In real life, disabled students will encounter employers who are hostile or impatient, who will ignore them or who will simply not know how to behave in the presence of a person with a disability. One placement director described a case in which he felt a stress interview was useful in teaching a student how to cope under such circumstances in this way:

  > Carol was a very self-sufficient individual who was able to travel to and from school on the subway and even held a part-time job. I didn't tell her beforehand, but I decided to give her a stress interview in front of the workshop group which included other handicapped students. I wanted to make a point to people in that group that a lot of employers will not be sympathetic. I really rattled her. But I made this point to her afterwards: 'You have so many strong points, but you didn't stress them during the interview. I really put you down, and you should have come back. You *know* you have more confidence in yourself than you presented during that interview.'

An opinion from the field on stress interviews:

This reality is essential for students to experience, if only in the relatively safe setting of an in-house interview preparation. With sensitivity and trust, much of the unexpressed anxiety about such feared interviews can be addressed directly by students, to their own benefit. One expects, however, that by the time students get to job preparation training some of these anxieties would have been expressed and dealt with in counseling.

Michael K. Stimola, Professor, Counseling Division, Hostos Community College

DEBRIEFING REAL AND SIMULATED INTERVIEWS

After actual or simulated interviews, the instructor or group facilitator may direct students to analyze different aspects of the interview process. For example, students may focus on the types of questions the employer asked:

- How much emphasis did the employer place on the technical skills of college training?
- Did the employer concentrate on the student's knowledge of the tools and equipment used in a particular industry?
- What did the employer want to know about the student's previous job experiences?

The facilitator may also ask students to recall their feelings during the interview and to focus on their perceptions of themselves as well as the interviewer. For example:

- Was the student nervous or comfortable? Which of the employer's actions or statements made the student feel anxious or comfortable?
- Was the employer anxious or relaxed? Is there anything specific the student feels s(he) said or did that drew either favorable or unfavorable responses from the employer?

This process of debriefing helps students to become aware of their strong points, as perceived by peers, in ways that the student involved may not have recognized previously. The entire process provides support from peers and, under the leadership of a skilled facilitator, should increase the self-awareness and self-confidence of each participant, in addition to the development of specific job seeking skills themselves.

How to Discuss Your Handicap Effectively During a Job Interview

The handicapped job applicant is likely to be asked questions during the job interview regarding his/her disability. Since preparation is the key to an effective interview, the following comments and questions are presented so the handicapped job applicant can anticipate some of the questions interviewers may ask about disability.

Many of the questions asked disabled job applicants may sound rude, condescending, and prejudicial. Try to remember that you may be the first disabled job applicant the interviewer may have talked with. Questions and statements of the interviewer that seem objectionable may in fact be an honest search for information. Unfortunately, interviewers may be poorly informed about disabilities. It's up to you to set the record straight as politely as possible. Remember, your goal is to get the job.

An interviewer's questions about handicaps usually fall into three categories—health, transportation and mobility, and ability to function on the job. Interwoven throughout are often the interviewer's misconceptions based on lack of information and lack of exposure to the unique and creative methods handicapped individuals may have found to deal with handicapping conditions.

Health
Many employers ask disabled job applicants questions about their health. There is a misconception among the general population that someone who is blind, paralyzed, palsied, etc., must be sick a lot or need to see the doctor so often that they may miss a significant amount of work.

Answer questions about your health honestly. Don't try to memorize your answers, but do think of responses to make to the following questions that may apply to you.

- Would you have to miss a lot of work for doctor's appointments, therapy, etc.?
- Aren't you accident prone? I'm afraid my insurance rates would go up if I hired you.

Transportation and Mobility

- How will you get to work?
- Will you have to stay home if whoever drives you is ill or has car trouble?
- Can you get to work without your dog? Pets aren't allowed in this building.
- I'd like to hire you but I just don't think our office, lunchroom and restrooms are equipped for wheelchairs.
- This job requires some travel. Do you have your own means of transportation?
- Can you handle restroom facilities on your own or will you need assistance? We can't have you disrupting another employee's work every time you need to use the restroom.

Ability to Function on the Job

- This job requires meeting the public. Don't you think most normal people are uncomfortable around blind people, people in wheelchairs, people with speech problems, etc.?
- This job requires a lot of reading and filling out complex forms. How could a person like you keep up with the work?
- Taking your handicap into consideration, what do you think you can offer our company?
- Is your ability to think and reason affected by your disability?

Some employers may be too embarrassed to mention your disability during the interview. This is especially likely to happen if the interviewer was not aware of your disability before you came in. When this occurs you should take the initiative to bring your disability into the conversation. Do this early in the interview. Let the employer know that you are willing to discuss your disability and answer questions that s(he) may have. Focus on the positive, resourceful ways that you have used to deal with your disability. Emphasize your strengths and abilities that will enable you to handle the job successfully. Your attitude can set the tone of the interview. Use it to your advantage!

The following list of "Typical Employer Objections in Hiring the Handicapped Client" was developed by the Job Development Network, a federally funded project of the Florida Association of Rehabilitation Facilities. It is reprinted here with permission.

The best way to deal with these objections is: BE HONEST about your limitations as well as your abilities, proudly proclaiming the creative ways you have overcome your disability. BE PREPARED to deal with these attitudes, objections, and prejudices. TAKE A POSITIVE APPROACH in addressing the employer's fears. Develop a positive approach to each of the following objections:

- How will a person with limited mobility or in a wheelchair get to the plant and to the work station?
- Our insurance company will not permit us to hire handicapped persons.
- We do not have supervisors who have had any experience in working with the handicapped workers.
- Would you expect us to assume the additional costs involved in the training of a handicapped worker?
- If I had a handicapped person here, how would I correct him if he made a mistake?
- If this person were not satisfactory, I wouldn't have the heart to let her go.
- We have only high-speed machine processes with very little bench work.
- All of our machinery is high-speed and very dangerous.
- This is rated as a hazardous industry and you should not subject handicapped persons to such conditions.
- We don't have long run where the operator does the same thing day after day.
- My friend across the street makes items which would be more suitable for a handicapped person to work on and I'll call him right now and have my secretary take you to his office.
- I shall be glad to cooperate with you; and when we have an opening, I'll get in touch with you.
- We had a handicapped person once whose work was fairly satisfactory, but she didn't appreciate what we were trying to do for her; so I won't have another.
- We had a handicapped man once whose production was only about fifty percent, and also his quality was not very good.
- We do not hire our workers. The union sends them to us.
- I doubt whether our union will be willing to accept a handicapped person.
- The union seniority rules would bar a new employee from any of the jobs in this plant which are suitable for a handicapped person.
- I do not believe a handicapped person can be employed here.
- We are constantly moving materials through our crowded aisles, and a handicapped person would take up too much space with the wheelchair.
- We are five miles from the nearest public transportation.
- Since our work is of a heavy nature, handicapped persons would not be able to stand it.
- All of our work is of a special nature and requires the use of blueprints.
- Our operators are required to gauge their work with micrometers.
- We do not hire persons who have progressive conditions that will hasten retirement or increase days off or their need for hospitalization.
- Our unusually good safety record over the past years has given us the lowest compensation rate in the industry, and we would not want to do anything that would raise it.
- We are planning to start production on a new item soon, and I am sure that we shall then have jobs that one of your people can do. I'll get in touch.

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- We are working on a new union contract and would not want to do anything at this time that would disturb these negotiations.
- We are modernizing our plant and our foremen are too busy to be bothered with a survey at this time.
- We are changing our production methods. Any jobs you would select now might be eliminated later on.
- What would a handicapped person do in case of a fire or a fire drill?
- I have a marvelous, capable, handicapped neighbor who has asked me about work in the plant, but I have never been able to find anything for him.

Interviewing Tips for Students with Disabilities

The attitudes of prospective employers pose yet another challenge to persons with disabilities. Employers often harbor the usual number of misconceptions about the abilities of disabled people but in addition they are concerned for the welfare of their businesses. The personnel officer to the president may look at a disabled applicant and think of expensive renovations, rising insurance rates, job safety, and employee relations. Here are some suggestions for applicants to act as effective self-advocates. (And possibly begin to change employer attitudes.)

1. Take the initiative and accompany it with confident, assertive behavior.
2. Volunteer information on your disability and how well you have learned to cope.
3. Ask to see the work area and make constructive suggestions if adaptions are necessary in the environment or job responsibilities.
4. If you will need special equipment or assistance such as a reader or interpreter, know where to get it and how much it costs.
5. Be ready with the facts to counter common misconceptions. For instance a) insurance rates do not rise when disabled people are employed and b) disabled people have safety and attendance records as good or better than their able-bodied counterparts.
6. Be familiar with the targeted jobs and accessibility incentive programs, as well as the Florida Special Disability Trust Fund.
7. Be familiar wth the laws mandating non-discrimination and affirmative action for disabled people. If possible, find out whether the employer is subject to them. Demonstrate an understanding of the rights of both employee and employer under these provisions.
8. The employer has a right to ask questions about your disability relevant to your ability to do the job. Be prepared to discuss it.
9. Keep conversations on your abilities not your disability.

Resume Writing Tips for Students with Disabilities

There are no clear cut answers about whether or not to mention a disability on a resume. Some students choose not to because they don't want to frighten an employer or would prefer to have the opportunity to deal with their disability in person. Others feel that it is unfair to surprise an employer during the initial interview.

One option is to delete the information from the resume, but once invited for an interview, call the employer to confirm the appointment and discuss it briefly at that time. The phone conversation will also provide the opportunity to make sure that the interviewing site is accessible.

Another option is to use the disability in a positive way. Getting through college with a disability requires resourcefulness, determination, creative problem solving, and many other skills which employers value. Use that to your advantage! If you use the functional format for your resume and highlight your skills rather than your work experience, you can write in a straightforward manner about the skills you have developed to cope with your disability. Ask your counselor to show you some samples of good "functional" resumes.

Strategy for Change 4

Investigate existing systems for analyzing job functions and providing information about physical requirements to students.

Purposes

- To offer training in self-advocacy
- To assist students in self-assessment for career decision-making
- To provide specialized information

Resources

†Physical Capacities and Job Requirements: The Need for Information *A Counselor's Guide*

† Resource Collection: "Accommodations/Adaptive Equipment" See Strategy for Change #2

• The Center for Career Development Services, Tallahassee, Florida—toll free number (800) 342-9271. The Center is developing a system to incorporate information about job related physical requirements and possible accommodations into a) an occupational information delivery system - 'Vital Information for Education and Work' (V.I.E.W.) (Microfiche) and b) a computerized career exploration program (C.H.O.I.C.E.S.). (This material will probably be available in 1982. Call for information.)
• *Training Manual: Dictionary of Occupational Titles* This manual was written to help vocational rehabilitation counselors use the *Dictionary of Occupational Titles* (D.O.T.) to acquire specific occupational information. Order from: Materials Development Center, Information Service, Stout Vocational Rehabilitation Institute, University of Wisconsin/Stout, Menomonie, Wisconsin 54751 (Price: $1.00).
• *A Partially Annotated Bibliography of Job Related Physical Capacities* by Larry S. Skurnik and D. H. Seigel, 1979. Order from: The Center for Labor Research and Studies, Florida International University, Miami, Florida 33199 (305) 552-2513.

Physical Capacities and Job Requirements: The Need for Information
A Counselor's Guide

The issue of whether or not to present specialized information relating to the physical requirement of various jobs is controversial, but the varying viewpoints all arise from deep concern about the best way to help handicapped students. Proponents of developing and providing this kind of information argue: every student needs accurate information about self in order to make career decisions. For students with disabilities, information about their physical capacity to perform certain jobs is part of that valuable self-knowledge. Proponents further argue that in any situation, fear of the unknown can prevent people from dealing positively with realities. This may be particularly true for the handicapped individual facing many employment obstacles. Accurate information about job requirements could dispel some of these fears and/or illuminate positive attitudes for constructive change.

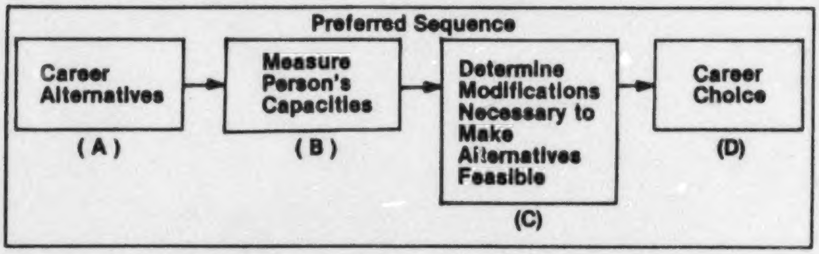
However, more cautious authorities believe that providing specialized occupational information encourages students to focus on their physical limitations as a basis for career choice. Students involved in the career decision-making process may limit their occupational exploration if they focus on their disability rather than their interests, goals, or values.

Many students with disabilities have had long-term involvement with the medical establishment, including rehabilitative agencies which utilize the medical model. The medical model includes a focus on the limitation rather than the whole person: diagnosis by a professional; and a prescription for treatment. In the case of vocational rehabilitation this process may involve a counselor (the "professional") selecting an occupation (the prescription) for another individual based on disability (diagnosis).

It is especially important, therefore, to counteract the effects of this long-term involvement with services designed to help disabled students by encouraging self-direction and by helping them to incorporate information about self and about occupations in a positive, self-enhancing way. Furthermore, considering the state of the art of rehabilitative engineering, some authorities feel that most jobs can be made accessible to just about anyone and that specialized occupational information is not even a critical factor in the career decision-making process.

A resolution to some of the conflicting points of view expressed here could be reached if it were possible to design a delivery system for the specialized occupational information which avoids the pitfalls of over-reliance on professionals and the possibility of negative self-assessment through a focus on limitations.

The following model developed by the Job Related Physical Capacities Project at Florida International University calls for introducing the information about special physical requirements *after* career exploration. The timing of the presentation of this specialized information is considered a critical factor in its effect on the student.


Preferred Sequence
Career Alternatives
(A)
Measure Person's Capacities
(B)
Determine Modifications Necessary to Make Alternatives Feasible
(C)
Career Choice
(D)

The model includes providing information about physical requirements and about possible accommodations at the same time in order to encourage adaptive responses (Step C). Once again, timing is a critical issue.

A counselor working with an individual student can follow the sequence in this model and can also encourage students to focus on their strengths while exploring career alternatives. Difficulty may arise, however, with information delivery systems which do not necessarily include counselor intervention such as computerized systems. If a student is using a system which is designed to be part of a self-directed decision-making process, then the student may not follow any particular timing sequence and might, conceivably, skip the entire exploration process.

The issues raised in this discussion provide some guidelines for evaluating new systems designed to provide specialized occupational information to students with physical disabilities. For example:

1. What mechanism does the system have to encourage exploration of occupational information on the basis of interests, values, and abilities?
2. In what ways can counselors intervene to provide individual support whenever needed?
3. How does the system encourage positive, coping responses to the realities of physical disability?
4. Does the system include up-to-date information on the range of adaptive equipment available and of possible job adaptations?
5. Where does the system locate the responsibility for decision-making? In the experts who have analyzed jobs or in the students? Who are the experts?
6. Does the information about job demands reflect the variability within an occupation from job site to job site?

Strategy for Change 5

Interviews with disabled adults in non-stereotypical occupations can be recorded, audio-taped, or prepared in brailled, large-type, or regular type. These materials could be used with a wide variety of delivery systems.

Purposes

- To provide a positive role model
- To offer training in self-advocacy
- To provide a broad base of occupational information

Resources

- National associations and professional organizations may be allies in recruiting potential interviewees
- Local and state groups representing the concerns of disabled individuals
- Unit 5, The Community

† Occupational Interview Format

OCCUPATIONAL INTERVIEW FORMAT*

(Nonstereotypic Occupations for the Visually Disabled)

Paul White — 12/28/77

The following is a format for an interview between a visually disabled person employed in a nonstereotypic occupation and a staff interviewer from the Curricular-Career Information Service:

Interviewer: Hello, I'm (name of interviewer) of the Curricular- Career Information Service at Florida State University. The following interview with (Dr.), (Mr.), (Ms.) ________________________________ (title and/or place of employment) has been produced as part of a U.S. Office of Education Career Education Program grant funded project. The purpose of this interview is to provide students who are visually disabled with accurate and up-to-date information concerning an occupation which might otherwise be considered unusual or difficult for a disabled person to pursue. This is part of a series of interviews which seeks to expose students to possible career alternatives other than those traditionally pursued by the visually disabled.

(Dr.), (Mr.), (Ms.)

1. Would you briefly describe what your present work is all about?
2. Where did you receive your college training? When did you graduate? What did you major and minor in?
3. Looking back to when you were a freshman, can you recall your initial career goals you had hoped to pursue?
4. To what extent if any did your visual disability affect your original goals?
5. To what extent did your disability affect your decision to enter the occupation you now have?
6. What work or volunteer experience would you recommend for a person who is planning a similar career? Are these experiences readily available to a visually disabled student?
7. What type of background or kind of courses would you recommend for students who want to pursue a career in ____________?
8. What do you like best or what is it in your job that you find most satisfying? Least enjoyable?
9. How much pressure do you experience while performing on the job? Is it personal or day-by-day type of pressure?
10. On a weekly basis, what are the average amount of hours you work? Is this the norm or does your disability require you to work longer hours than your sighted peers?
11. Can you evaluate future career opportunities for the visually disabled in your field? What advice can you give to visually disabled students who are interested in a career in ________________________?

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*Reprinted from *A Self-Directed Career Planning Program for the Visually Disabled*, by permission of R. Reardon, P. White, A. Carlson, S. Barker, The Florida State University, Tallahassee, Florida, 1978.

12. Would you describe major disappointments or frustrations you have experienced during your career? What did you do to overcome these major setbacks?

13. What modification if any would an employer have to make before he or she could hire a visually disabled employee in your field?

14. What resistance if any did you encounter because of your visual disability from employers when you began your job search? How did you respond to their fears, questions, prejudices, etc.?

15. What resistance if any did you encounter because of your visual disability from counselors, teachers, parents, friends, etc. when you began to pursue your current occupation? How did you respond to their fears, questions, prejudices, etc.?

16. From your work experience in general, is there anything you might like to share with the young people who are still in school or about to graduate and enter their career choice?

Interviewer: (Dr.), (Mr.), (Ms.) ________________, thank you very much for your time and the information you have shared with us.

Strategy for Change 6

Construct a community service network. Locate organizations serving disabled people in your community. Identify each group's services, limitations, and key staff on a separate sheet in a looseleaf binder and update regularly.

Purposes

- To locate personal services/assistance for students
- To identify sources of needed specialized information and services which are outside the educational domain
- To recruit participants in campus programs such as awareness activities or job search skill training
- To provide funding or support services to the center

Resources

† Community Resources: The Need for Information *A Counselor's Guide*

- Unit 5, The Community

Community Resources: The Need for Information

A Counselor's Guide

A community service network is a system of contacts with people, groups, organizations, and agencies that may be of assistance to you and/or your students in their career planning efforts. In the human services industry, with so many activities going on at once, a wide and responsive network is essential to any service provider. The importance of the service you are providing—education and training—and the very special needs of the consumers—disabled people—serve to doubly emphasize the necessity of constructing and maintaining a viable network in your community.

When a specific need arises, you and your staff must know where to turn for help or advice. If there is no resource within your own organization, do you know what other organizations are working in your community to assist the same population? What are their programs? Their requirements? Their limitations? What kinds of expertise and sources of information are available to you locally? In what fields? Do all these organizations and experts know about your program? Of course they know about the school but are they aware of your special services to disabled people and other special populations with which they are concerned? Do local employers, subject to 503-504, recruit disabled applicants through your placement office? Do they keep you advised of career areas most in demand in your area? Fields that have become overcrowded? Business trends that may effect student career choice?

The size and scope of the network is largely up to you and your staff. However, it is to your advantage to include as wide a range of organizations as possible.

A well-developed network may provide disabled students opportunities to interact directly with the community in three fundamental areas.

I. Work Experience
Internships and other career-related work experiences have long been recognized as a valuable tool for students to test their career aspirations in a realistic setting. However, disabled students have been traditionally hard to place and equally reluctant to participate in academic internship programs due to:

- lack of previous work experience
- reluctance of uninformed counselors to place them
- reluctance of employers to accept them
- lack of accessible transportation
- architectural/environmental barriers in the work setting

However, a network can provide an effective means to educate counselors and employers to see the abilities, not the disability, in each disabled person. Through the network, accessible transportation facilities can be identified or volunteer drivers located. If employers are concerned about possible architectural or environmental barriers, network participants might perform barrier surveys or suggest inexpensive accommodations.

The Career Planning and Placement Center of the University of California, Riverside, has developed a model program called the Internship Program for Students with Disabilities. A recent bulletin on internships currently available through this program listed 120 positions in 79 organizations in the San Bernardino area.

II. Reciprocal Referral

The network can provide a means for you to help disabled students with problems outside your domain by directing them to community services or persons in a better position to help. For instance, disabled students may require specialized counseling, placement, or support services which a private service provider or consumer group oriented to that particular disability is best able to provide.

You, in turn, as a concerned community member, may accept referrals from other community agencies for special services which you can provide. Agencies that do not have the staff, time, or resources to do the in-depth career exploration some clients need or want may wish to refer those clients to your facility.

III. Resources

As a resource, the people and organizations of your community service network can fill a number of roles in the career planning process and its associated activities. The network can be:

- an information exchange, a means by which you can let the community at large know about your program and they can let you know about theirs
- a source of expertise to which you can turn for technical information on a variety of subjects related to disabilities and career development for disabled people
- a speakers bureau whose representatives can offer practical, hands-on experiences in all aspects of career planning and job search to your students and the staff working with them
- a resource for disabled students in terms of personal assistance, specialized counseling, and other individual services
- a source of financial assistance for both counseling center and student through direct support, subsidized programs, volunteer services, or donations of materials and/or equipment
- a source of help with special projects such as fund raisers for purchase of adaptive equipment or community awareness workshops to promote better understanding of disabilities and disabled people

Unit 5, The Community, contains detailed guidelines for constructing a community service network.

Strategy for Change 7

Form an advisory council of employers, public and private, to meet with disabled students or their representatives.

Purposes

- To offer training in self-advocacy
- To provide opportunities for group support
- To provide a broad base of occupational information
- To develop a network of resources for job search

Resources

- Unit 5, The Community
- large community employers
- businesspersons' associations
- junior chamber of commerce
- labor unions

Strategy for Change 8

Develop a panel of disabled adults who are willing to talk about their own career development. Topics could include personal successes and failures, obstacles encountered, strategies for success, and so on. A panel such as this could be used in a variety of settings such as seminars or speak-outs on the employment of the handicapped.

Purposes

- To provide positive role models
- To provide opportunities for group support
- To offer training in self-advocacy

Resources

- Community network
- Campus advocacy groups for disabled students
- Alumni Associations

Strategy for Change 9

Locate disabled alumni who would be willing to serve as resources for interested students on an individual basis. Collect resumes, and possibly photographs of these individuals, which could be arranged in a notebook by occupational cluster. Alumni involved might indicate how they would prefer to communicate with students seeking information. Formats to make the information accessible to visually and hearing impaired students could also be developed.

Purposes

- To provide a broad base of occupational information
- To provide positive role models
- To develop a network of resources for job search

Resources

Alumni Associations may be excellent resources as well as local handicapped organizations.

Strategy for Change 10

Establish an advisory council of disabled students to assess the career center and make recommendations for change. They can provide valuable information about physical accessibility, materials, and staff attitudes.

Purposes

- To offer training in self-advocacy
- To provide opportunities for group support

Resources

- Student advocacy groups
- Campus offices providing services to students with disabilities